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Graduate Catalog
1988-89



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Boston College Bulletin
Volume LVIII, Number 5, April, 1988

The *Boston College Bulletin* contains current information regarding the University calendar, admissions, degree requirements, fees, regulations and course offerings. It is not intended to be and should not be relied upon as a statement of the University's contractual undertakings.

Boston College reserves the right in its sole judgment to make changes of any nature in its program, calendar or academic schedule whenever it is deemed necessary or desirable, including changes in course content, the re-scheduling of classes with or without extending the academic term, cancelling of scheduled classes and other academic activities, and requiring or affording alternatives for scheduled classes or other academic activities, in any such case giving such notice thereof as is reasonably practicable under the circumstances.

The *Boston College Bulletin* is published six times a year in April, May, July 1, July 15, August, and September.

Boston College is committed to providing equal opportunity in education and in employment regardless of race, sex, marital or parental status, religion, age, national origin or physical/mental handicap. As an employer, Boston College is in compliance with the various laws and regulations requiring equal opportunity and affirmative action in employment, such as Title VII of the Civil Rights Act and Federal Executive Order #11246. Boston College's policy of equal educational opportunity is in compliance with the guidelines and requirements of Title VI of the Civil Rights Act, Title IX of the Higher Education Amendments Act of 1972, and Section 504 of the Rehabilitation Act of 1973.

The Registrar's Office wishes to thank the Office of Communications for permission to use their pictures throughout this publication.

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Boston College Bulletin

**Graduate Catalog
1988—89**

**Boston College
Chestnut Hill
Massachusetts 02167
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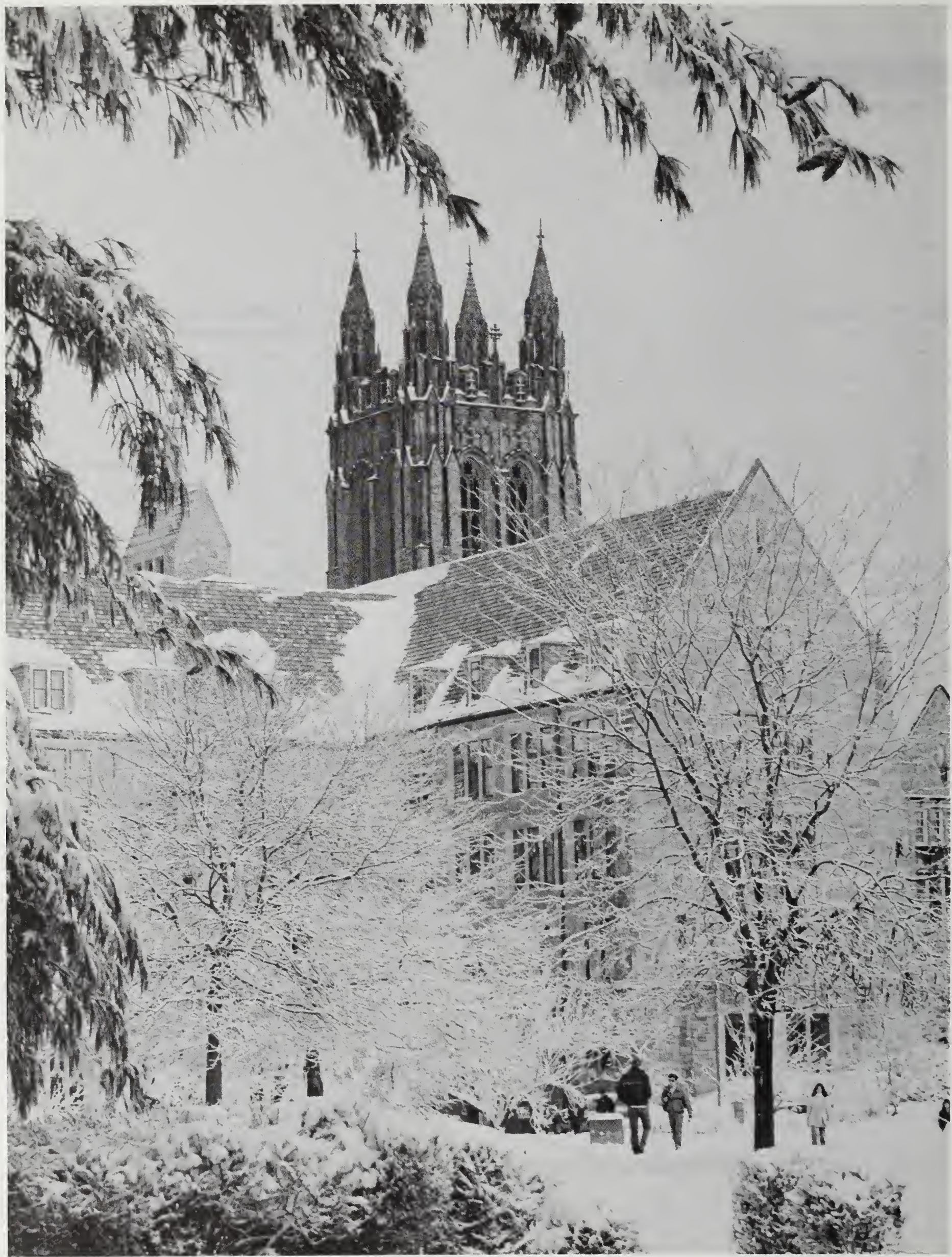
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The University

Having been granted its charter in 1863 by the Commonwealth of Massachusetts, Boston College is one of the oldest Jesuit-founded universities in the United States.

During its first fifty years the college was located in the City of Boston. Shortly before World War I, property was acquired in Chestnut Hill and the college was relocated to this suburban community six miles west of Boston.

During the more than fifty years since its relocation the growth of Boston College into today's University was particularly evident during the 1920's. The Summer Session, the Graduate School of Arts and Sciences, the Law School, and the Evening College were added in rapid succession to the original College of Arts and Sciences. In 1927, the College of Liberal Arts at Lenox and the Schools of Philosophy and Theology at Weston were established as academic units of the University. The Graduate School of Social Work was established in 1936, and the College of Business Administration in 1938. The latter, and its Graduate School which was established in 1957, is now known as the School of Management. The Schools of Nursing and Education were founded, respectively, in 1947 and 1952.

Accreditation of the University

Boston College is a member of, or accredited by, the following educational institutions: The American Association of Colleges of Nursing, the American Association of Colleges for Teacher Education, the American Assembly of Collegiate Schools of Business, the American Association of University Women, the American Bar Association, the American Chemical Society, the American Council on Education, the American Psychological Association, the Association of American Colleges, the Association of American Law Schools, the Association for Continuing Higher Education, the Association of Urban Universities, the Board of Regents of the University of New York, the College Entrance Examination Board, the Council of Graduate Schools, the Council on Social Work Education, the Association of Jesuit Colleges and Universities, the International Association of Universities, the International Association of Catholic Universities, the Interstate Certification Compact, the National Catholic Education Association, the National League for Nursing, the New England Association of Schools and Colleges, the National Council for Accreditation of Teacher Education, Phi Beta Kappa, Alpha Sigma Nu, and other similar organizations.

Academic Resources

Audiovisual Facilities

University Audiovisual Services provides the academic program with a broad range of instructional media and materials support services. These include access to over thirty types of classroom AV/TV equipment. Also available are audio production services, film and video rentals, television recording and editing, graphics production and photographic production. Several courses are taught in AV's television studio. Students make major use of mod-

ern post-production editing equipment for their TV projects.

The Language Laboratory, serving all the language departments and English for Foreign Students, is located in Lyons 313. In addition to its 70 state-of-the-art listening/recording stations and dual-teacher console, the facility includes video and film viewing rooms and three audio-interfaced microcomputers. The Lab's audio and videotape collection, computer software and other audio-visual learning aids directly support and/or supplement the curriculum requirements in foreign language, literature and music. The Language Laboratory Director and student lab assistants are available during the day and evening to assist students (undergraduate and graduate) and faculty in the operation of equipment and selection of appropriate materials for their course-related or personal language needs.

Computing Support, Service and Facilities

The **O'Neill Computing Facility** is available to anyone with a currently-validated BC identification card. There are approximately 150 workstations available, providing access to a wide variety of hardware, applications and peripherals. Macintosh microcomputers are the most prominent feature of the facility. Some of the Macintosh workstations are available as standalone computers and others may be used to communicate with the VAX cluster of super minicomputers. There are also VT-type workstations that provide access to the VAX cluster. When using either a VT-type terminal or a Macintosh with communication capability, a user may also utilize the IBM mainframe computers for batch processing. Additionally, there is a Tektronics 4105 graphics terminal. The Facility is staffed with professionals and students who provide assistance with all aspects of computing, and may also refer users to the Information Processing Support staff, located in the Gasson basement.

The applications available on the VAX cluster include word processing, programming, statistical analysis, graphics production and database management. In the microcomputing environment, a similar array of software is distributed for use in the facility. Output may be produced on a variety of printing devices that range from high speed line printers for draft output, to high density dot-matrix printers for high quality graphics and text output, to laser printing when publication quality is necessary. The VAX cluster may also be accessed via a remote terminal which is equipped with either a modem or an AIM unit (for on-campus remote access only). This access is provided 24 hours a day, 7 days a week.

The Fulton Computing Facility (Fulton 111) is also available to anyone with a currently-validated BC ID. This facility is equipped with 12 Macintosh microcomputers configured as standalone units and printing capabilities.

The Gasson Solution Center, located on the ground floor of Gasson, is a new addition to the set of computing facilities available to the Boston College community. The Solution Center will provide access to applications and workstations that approach the leading edge of technology.

The Libraries

The Boston College Libraries offer a wealth of resources and services to support the teaching and research activities of the University. The book collections exceed one million volumes, and approximately 10,000 serial titles are currently received.

Membership in two academic consortia, the Boston Library Consortium and the Boston Theological Institute, adds still greater dimensions to the resources of the Boston College Libraries, providing Boston College faculty and graduate students who have special research needs access to the millions of volumes and other services of the member institutions.

Through membership in New England Library Information Network (NELINET), there is on-line access to publishing, cataloging and interlibrary loan location from the OCLC, Inc. data base, which contains over ten million records from the Library of Congress and from more than 6,000 contributing institutions.

Boston College is also among the first schools in the country to offer an online public catalog of its collection through a Geac Library Information System. This computer system provides instant access to information on library holdings, as well as supporting book circulation and acquisitions procedures. Students may now browse the catalog using video display terminals in all the libraries. In addition, the libraries offer customized computer searching of hundreds of commercial data bases in the humanities, sciences, business, and social sciences.

Information on use of the libraries is contained in the *Guide to the Boston College Libraries* and other brochures available in the libraries.

The Thomas P. O'Neill, Jr. Library, the central library of Boston College, opened its doors to the public in September 1984. This facility contains the research collection in the humanities, social sciences, education, business, nursing, and the sciences. There are over 800,000 book volumes, 7,000 active serials, 1,000,000 microforms and 100,000 government documents, as well as a growing audio-visual collection, and an excellent collection of reference and bibliographic works.

The Resource Center, located in the basement of the Newton Chapel, provides study space for the residents of the Newton Campus as well as a reserve readings collection for courses taught on that campus and a music listening facility.

The School of Social Work Library, McGuinn Hall, contains a collection of approximately 30,000 volumes, 350 periodical titles, and several thousand government documents, as well as social work theses and doctoral dissertations. The collection covers the history and philosophy of social work, its methodology, and all aspects of social welfare services. Literature of psychiatry and the behavioral and social sciences is also represented.

The Law School Library, located on the Newton Campus, is a well-rounded collection of legal and related materials in excess of 200,000 volumes. The open stack collection includes primary source materials consisting of reports of decisions and statutory materials with a broad-based collection of secondary research tools in the form of textbooks and treatises, legal and related periodicals, legal encyclopedias and reference works. Basically Anglo-American in character, the collection also contains growing numbers of international

and comparative law works. The Library is also a subscriber to LEXIS and to WESTLAW.

The Bapst Library is open from September through May each year in order to supplement the study space and collections of the O'Neill Library. Over 500 seats are available in four levels; the first floor is restricted to Boston College graduate students and contains a (non-circulating) collection of texts recommended by departmental faculty for graduate comprehensive examinations. The Thomas P. O'Neill, Jr. Office is located on the fourth floor. The office houses furnishings and memorabilia from Speaker O'Neill's Capitol Office — Washington. Visitors are welcome from 9:00 a.m. to 5:00 p.m. weekdays or by special arrangement.

The recently renovated Bapst Library also houses **The Burns Library**, an outstanding collection of 50,000 rare books, over 1,000 literary manuscripts, and several hundred thousand pieces of literary correspondence and other archives. Rare books of special note are included in Jesuitana (1543–1773), Biblical and Patristic Studies, Classical Studies, The Irish Collection, the N. M. Williams Ethnological Collection of Black Caribbeana and Africana, the Pastoral Library of the First Church of Christ, Salem, Mass. (1629–1829), Catholic Life and Liturgy (1925–1975), the History of Printing and Publishing, Rex Stout, Thomas Merton, and British Catholic Authors including Hilaire Belloc, Eric Gill, Graham Greene, David Jones, Peter Levi, Alice Meynell, Coventry Patmore, Edith Sitwell, Francis Thompson, and Evelyn Waugh. Manuscripts and correspondence of note include those of Belloc, Merton, Sitwell, Greene, Stout, Thompson, Levi, Frederick Copleston, S.J., Francis Sweetney, S.J., David Goldstein, John Boyle O'Reilly, Patrick Collins, and Patrick Cahill. Archives of note include the Common Cause Society, The Boston Coordinating Committee on Desegregation (1975–1978), the Americans for Democratic Action, The Bookbuilders of Boston (1938–), The Eire Society of Boston, Anansi Folktales of West African Jamaicans, *The London Tablet* (1968–1980), The Coordinating Committee on Copyright Revision, The Authors League of America, The Helen Landreth Archive on the Irish Rebellion and The World War II Writers' Board.

The Geophysics Library, located at Weston Observatory, contains a specialized collection of over 8,000 monographs and journals on earth sciences, particularly seismology.

The Campus

Located on the border between the city of Boston and the suburb of Newton, Boston College derives benefits from its proximity to a large metropolitan city and its setting in a residential suburb. Often cited as a model of university planning, the campus is spread over more than 200 acres of tree-covered Chestnut Hill. Yet it is just a few miles from culturally and socially rich Boston.

The Chestnut Hill campus is tri-level. Dormitories are on the upper campus; classroom, laboratory, administrative and student service facilities are on the middle campus; and the lower campus includes the Robsham Theater, modular and apartment residences as well as recreational and parking facilities.

The Newton campus is a 40-acre tract located one and one-half miles from the Chestnut Hill campus. It also contains classrooms,

dormitories, athletic areas and student service facilities.

Policy of Non-Discrimination

Boston College is an academic community whose doors are open to all students without regard to race, religion, age, sex, marital or parental status, national origin, or handicap. Boston College has designated the Director of Affirmative Action to coordinate its efforts to comply with and carry out its responsibilities to prevent discrimination in accordance with state and federal laws. Any applicant for admission or employment, as well as any student, member of the faculty and all employees are welcome to raise any questions regarding violation of this policy with Richard Jefferson, Esq., Director of Affirmative Action, McGuinn Hall, Room 405, Extension 3337. In addition, any person who believes that an act of discrimination based upon sex has occurred at Boston College, may raise those issues with the Assistant Secretary for Civil Rights of the United States Department of Education.

Confidentiality of Student Records

As a matter of necessity, Boston College continuously records a large number of specific items relating to its students. This information is necessary to support its educational programs as well as to administer housing, athletics and extracurricular programs. The College also maintains certain records such as employment, financial and accounting information for its own use and to comply with state and federal regulations. Boston College has committed itself to protect the privacy rights of its students and to maintain the confidentiality of its records. In addition, the College endorses and complies with the Family Educational Rights and Privacy Act of 1974 (the Buckley Amendment), a federal statute which requires that students be permitted to review records in their files and offers them the possibility of correcting errors which they may discover. Students or others seeking more complete information regarding their specific rights and responsibilities of the University will find copies of the Family Educational Rights and Privacy Act of 1974 and the rules and regulations for compliance with the Act on file in the University Library or in the Office of University Policies and Procedures in More Hall.

Certain personally identifiable information from a student's education record, designated by Boston College as directory information, may be released without the student's prior consent. This information includes name, term and home address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended, and other similar information. Unless advised to the contrary, the College will release student telephone numbers and verify only all other directory information. A student who so wishes has the absolute right to prevent release of this information. In order to do so, the student must complete a form requesting nondisclosure of directory information. These forms are on file in the Registrar's Office and should be

filled out at the beginning of each semester for which they are to be enforced.

Tuition and Fees

All tuition and fees are due in full at the time of registration in the Graduate School of Arts and Sciences, the School of Social Work, and in the Graduate School of Management. The tuition in the Law School is due semi-annually by August 15, 1988 and by December 15, 1988. There is a \$100.00 late payment fee for payments received after the due dates listed above.

There will be absolutely no late registration allowed after November 10, 1988 for first semester and April 14, 1989 for second semester.

Graduate School of Arts and Sciences**

Tuition per semester hour	\$ 324.00
Auditor's tuition per semester hour	162.00

School of Management, Graduate Division**

Tuition per semester hour	372.00
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Graduate School of Social Work**

Tuition	9700.00
Tuition per semester hour, MSW	260.00
Tuition per semester hour, DSW	302.00

Law School**

Tuition	11,460.00
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**Students cross-registering in graduate programs pay tuition rates of the school in which they are registered.

Graduate General Fees

Acceptance Deposit	
Grad SOM—part-time	100.00
Grad SOM—full-time	400.00
Law School	200.00
Initial deposit with an additional \$400.00 due by June 1.	
Social Work—preliminary	100.00
Within two weeks of acceptance; an additional 200.00 by July 15.	
Activity fee—per semester	
full-time (7 credits or more per semester)	20.00
part-time (less than 7 credits per semester)	12.00
Application fee (non-refundable)	
Grad A&S	40.00
Grad SOM	40.00
Social Work	40.00
Law School	45.00
Certificates, Transcripts	2.00
Doctoral Comprehensive Fee—per semester	27.00
Continuation fee—per semester	
Ph.D. or D.Ed. Cand.	324.00
Master's Thesis Direction	324.00
Copyright fee (optional)	25.00
Laboratory fee—per semester	15.00—
	130.00
Late Payment fee	100.00
Late Registration	45.00

Microfilm and binding	70.00
Doctoral thesis	
Master's thesis	55.00
Readmission fee	40.00
Registration fee—per semester	15.00
(non-refundable)	
Student Identification Card	12.00

Check Cashing

Students with a Boston College ID may cash checks (\$50 limit) at the Cashier's Office, More Hall, Monday–Friday, 9:00 a.m.–3:45 p.m. There is a 50¢ service charge. Returned checks may be fined in the following manner:

First three checks returned	\$15.00 per check
All subsequent checks	25.00 per check
Any check in excess of \$2,000.00	50.00 per check

Check cashing privileges are revoked after the third returned check.

The Trustees of Boston College reserve the right to change the tuition rates and to make additional charges within the University whenever such action is deemed necessary.

Withdrawals and Refunds

Fees are not refundable.

Graduate tuition is cancelled subject to the following conditions:

1. Notice of withdrawal must be made in writing to:
University Registrar
Boston College
Lyons 101
Chestnut Hill, Massachusetts 02167
2. The date of receipt of written notice of withdrawal by the University Registrar determines the amount of tuition cancelled.
3. The cancellation schedule shown below will apply to students withdrawing voluntarily, as well as to students who are dismissed from the University for academic or disciplinary reasons.

Students withdrawing by the following dates will receive the tuition refund indicated below.

First Semester

by Sept. 16, 1988	80% of tuition charged is cancelled
by Sept. 23, 1988	60% of tuition charged is cancelled
by Sept. 30, 1988	40% of tuition charged is cancelled
by Oct. 7, 1988	20% of tuition charged is cancelled

Second Semester

Jan. 27, 1989	80% of tuition charged is cancelled
Feb. 3, 1989	60% of tuition charged is cancelled
Feb. 10, 1989	40% of tuition charged is cancelled
Feb. 17, 1989	20% of tuition charged is cancelled

No cancellations are made after the 5th week of classes.

If a student does not wish to leave any resulting credit balance on his or her account for subsequent use, he or she should request in writing that the Student Account Office issue a rebate.

Federal regulations establish procedural guidelines applicable to the treatment of re-

funds whenever the student has been the recipient of financial assistance through any program authorized under Title IV of the Higher Education Act of 1965. These guidelines pertain to the National Direct Student Loan, the Pell Grant, the Supplemental Educational Opportunity Grant, the College Work-Study, and the Guaranteed Student Loan programs. In such cases, the regulations require that a portion of any refund be returned to the Title IV Program. Further, if a student withdraws, the institution must determine if any cash disbursements of Title IV funds, made directly to the student by the institution for non-instructional purposes, is an overpayment that must be repaid to the Title IV program. University policy developed to comply with the regulations at Boston College will be available upon request from the Financial Aid Office.

Financial Aid

Boston College offers a variety of assistance programs to help students finance their education. Graduate students may apply for financial assistance from both the University Financial Aid Office and the academic department to which they are applying.

The Financial Aid Office administers federal and state financial aid programs which include Guaranteed Student Loans, Perkins Loans, Massachusetts Graduate Grants and College Work-Study. Students who wish to be considered for financial aid from one or more of these sources, must complete and file the following documents:

1. The Boston College Graduate Financial Aid Application
2. The Financial Aid Form (FAF)
3. A signed copy of student's and parents' most recent federal tax return
4. Financial Aid Transcripts from prior schools

The above forms generally become available in the Financial Aid Office (Lyons 210) each December for the following academic year. Students must apply for financial aid each year. See the Boston College Graduate Financial Aid Application for proper filing dates and deadlines.

Students may also apply for financial aid through their academic departments. Institutional policy requires that all graduate students who receive financial assistance through their departments complete a Financial Aid Form and return it to the Financial Aid Office, Lyons Hall 210. No other financial documents are required. The information required on the FAF will not affect the student's eligibility for departmental assistance. Those students who are requesting financial aid from both the University Financial Aid Office and their department, must complete a full financial aid application (the four documents listed above). See the Graduate Arts and Sciences section of this catalog for more information about departmental financial aid.

Need is defined as the difference between the total education-related expenses of attending Boston College and the calculated ability of the student and family to contribute toward these expenses. Students with the greatest financial need are given preference for most financial aid programs, and thus tend to receive larger financial aid awards. The University's estimate of a student's financial need is based on an analysis of the information supplied on the FAF, the Boston College Graduate Finan-

cial Aid Application, and the tax returns. A financial aid award or package will combine funds from various sources of assistance. These sources can include institutional, federal or state funds and can be in the form of grant, loan or work. Students are expected to comply with all regulations governing the program(s) from which they receive assistance.

Several assumptions are made in determining a student's financial aid award. A primary assumption is that the student and the family have the first responsibility to pay college expenses. All students are expected to borrow a \$7,500 Guaranteed Student Loan each year. Students are also expected to work on a limited basis (10–20 hours per week) during the academic year. Additionally, it is assumed that each student will work during the summer months and save toward educational expenses.

All financial resources are limited. It is Boston College's intent to use these limited resources in such a way that the greatest number of students will benefit. Therefore, total financial assistance received by a student cannot exceed total need. In the event that a student receives other, "outside" assistance after Boston College has awarded aid, the student is required to report this assistance to the Financial Aid Office and the University may be required to adjust the aid it is offering. But it is Boston College policy that the student will receive primary benefit from any outside award. Thus, an outside award will be used first to reduce unmet financial need, and second to reduce the self-help component (loan or work) of a financial aid award.

It is the responsibility of students to know and comply with all requirements and regulations of the financial aid programs in which they participate. Financial aid awards may be reduced or cancelled if the requirements of an award program are not met. Students receiving a Perkins Loan (formerly National Direct Student Loan) are expected to accept responsibility for the promissory note and all other agreements that they are required to sign. Students must comply with all College Work-Study dates and deadlines. A student's work-study award will be cancelled if he or she has failed to secure a job and return the completed Hire Form by October 1.

All financial aid awards are made under the assumption that the student's status (full-time, half-time) has not changed. Any change in the student's status must be reported to the Financial Aid Office as it can affect the financial aid award. In addition, all financial aid applicants must maintain satisfactory progress in their course of study. Satisfactory academic progress is defined by the dean of each school at Boston College. If a student is not maintaining satisfactory academic progress, the student should consult with his or her dean to determine what steps must be taken to re-establish his or her status, and, thus, eligibility to receive financial aid.

Specific information on the various programs, conditions and procedures, and the various financial aid deadline dates, can be found in the Boston College Graduate Student Guide, the Boston College Graduate Financial Aid Application, the Boston College Financial Aid Award Letter, and the Financial Aid Instruction Booklet. Students are expected to be familiar with the contents of these publications as well as all other materials or documents which may be distributed by the Boston College Financial Aid Office.

Financial Aid recipients have the right to appeal their financial aid award. Before making an appeal, however, the student should understand that Boston College has already awarded the best financial aid package possible based on the information supplied. Therefore, any appeal made should be based on new information not already included in the student's original application material. An appeal should be made by letter to the student's financial aid counselor.

When applying for financial aid, the student has the right to ask:

- what the cost of attending is, and what the policies are on refunds to students who withdraw.
- what financial assistance is available, including information on all federal, state, local, private and institutional financial aid programs.
- what the procedures and deadlines are for submitting applications for each available financial aid program.
- what criteria the institution uses to select financial aid recipients.
- how the institution determines financial need. This process includes how costs for tuition and fees, room and board, travel, books and supplies, personal and miscellaneous expenses, etc. are considered in the student's budget. It also includes what resources (such as parental contribution, other financial aid, student assets, etc.) are considered in the calculation of need.
- how much of the student's financial need, as determined by the institution, has been met.

Students also have the right to request an explanation of the amount and type of aid in their financial aid award package. Students receiving loans have the right to know what the interest rate is, the total amount that must be repaid, the length of time given to repay the loan, when repayment must commence, and any cancellation and deferment provisions that apply. Students offered a work-study job have the right to know what kind of job it is, what hours are expected, what the duties will be, what the rate of pay will be, and how and when they will be paid.

A student also has the responsibility to:

- pay special attention to his or her application for student financial aid, complete it accurately, and submit it on time to the right place. Errors can delay the receipt of the financial aid package.
- provide all additional documentation, verification, corrections, and/or information requested by either the Financial Aid Office or the agency to which the application was submitted.
- read and understand all forms he or she is asked to sign, and keep copies of them.
- perform in a satisfactory manner the work that is agreed upon in accepting a College Work-Study job.
- know and comply with the deadlines for applications or reapplications for financial aid.
- notify the lender of a loan (i.e., Guaranteed Student Loan) of any changes in name, address or school status.

Financial Aid Programs			
	Who is Eligible	Funding Source	Description
University Assistantships, Fellowships and Academic Grants	Graduate students enrolled in a degree program	Boston College funds, awarded by department	See Financial Aid "Academic Grants", in the Graduate Arts and Science sections of this Catalog
Massachusetts Graduate Grant*	Massachusetts residents enrolled full-time in a degree program (excluding Law School)	Funded by Mass., awarded by Boston College Financial Aid Office	Need-based grant program. Award range from \$500 to \$4,000
Massachusetts Graduate Nursing Stipend Program	Mass. residents enrolled in a Master of Science in Nursing Program	Funded by Mass., awarded by the B.C. Financial Aid Office	Need-based, provides stipend which covers up to 75% of the cost of tuition in exchange for working as a full-time nurse in the state of Mass. for 1 year or more depending upon how many years the stipend is awarded
Perkins Loan* (formerly National Direct Student Loan)	Graduate students enrolled at least half time in a degree program	Federally-funded; awarded by Boston College Financial Aid Office	Interest free while in school. Repayment at 5% begins six months after leaving school
Guaranteed Student Loan*	Students enrolled on at least a half-time basis	Commercial lenders (banks, credit unions, savings & loan associations). Applied for through Boston College Financial Aid Office	A federally-guaranteed loan program that is interest-free while the student is in school. Repayment at 8% begins six months after leaving school.
College Work-Study Program (CWSP)*	Students enrolled at least half-time in a degree program	Federally-funded; awarded by Boston College Financial Aid Office	An employment program that provides on and off campus employment opportunities. Both summer and academic year jobs are available to qualifying students.
Alternative Financing Programs	Students and their families	Commercial lenders (banks, credit unions, savings & loan associations, etc.)	There are a number of alternative financing programs available. Students and their families should contact the Boston College Financial Aid Office for additional information.
Graduate Education Loan	Parents or students	Boston College and Massachusetts Education Loan Authority	Up to 100% of total educational cost. Principal and interest can be deferred.

*complete Boston College Financial Aid Application required.

Student Services

AHANA Student Programs

(Afro-American, Hispanic, Asian and Native American)

The goal of this office is to promote the optimal academic achievement of AHANA students at Boston College, especially those identified as being at an academic disadvantage. Among the services provided are: tutorial assistance; academic advisement; individual and group counseling; tracking of academic perfor-

mance; and career counseling. In addition to these services, the office assists AHANA student organizations in developing and implementing cultural programs.

Athletics

The objective of the Boston College Athletic Association is to provide members of the entire university community with the opportunity to participate in, at the involvement level of one's choice, a program of physical activity which

complements their spiritual, academic, cultural and social growth.

To meet the needs of a diverse community, the Athletic Association offers activities at five levels: unstructured recreation, instruction, organized intramural sports, club sports and intercollegiate competition.

Career Center

The Career Center provides comprehensive resources and information concerning all aspects of career planning and job hunting. Its services are available to graduate and undergraduate students in all schools and concentrations as well as to alumni.

For those seeking directions in choosing a career field, the Center offers workshops in Career/Life Planning as well as individual counseling. The Center's Career Resource Library contains books, files, and videotapes, as well as DISCOVER, an easy-to-use computerized career guidance system.

The Alumni Career Network, composed of 1,000 alumni volunteers who host students in their workplaces, provides an opportunity to hear on-the-job realities from a large variety of career fields.

Students wishing to integrate course work with practical work experience can participate in the Boston College Internship Program, located in the basement of the Center.

For the job hunter, the Career Center provides group and individual assistance in resume writing, interview preparation, and job hunting strategies; an on-campus recruiting program; current job listings; and a credentials service.

Graduate students are encouraged to visit the Career Center at 38 Commonwealth Avenue, where they can pick up the Center's monthly publications.

Chaplains

The Chaplains Office strives to deepen the faith of Boston College students by offering opportunities to discover, grow in, express and celebrate the religious dimensions of their lives in personally relevant ways. In addition, it works to foster justice by developing social awareness and to build a sense of community as a Christian value in the whole University. Offices are located in McElroy Commons, Room 215, Ext. 3475.

Counseling and Mental Health Services

The Counseling Services (three units), located on the main campus, provides assistance to full-time students in matters pertaining to personal adjustment, vocational decisions and mental health problems. Provisions for short-term individual counseling and psychotherapy are included among the services. The Counseling Services also provides a limited number of counseling groups each year. Students desiring to consult a counselor may request an appointment at any one of the Counseling Offices on campus (Gasson 108; Fulton 201; Campion 301).

Psychiatric consultation and treatment are available, normally without cost to the student, through the College Mental Health Center of Boston, a non-profit psychiatric facility affiliated with Boston College. Students may request a referral from any of the campus Counseling Offices, the Health Services Clinic, or

may contact the College Mental Health Center directly for an appointment at 262-3315.

Dean for Student Development

The Office of the Dean for Student Development coordinates the planning, implementation and evaluation of programs and services promoting student development. This includes overseeing student clubs and organizations, programming, judicial affairs, off-campus and commuting student affairs, international student services, and orientation. The Dean and assistants are also responsible for coordinating policies and procedures concerning student conduct and discipline, the judicial process, and the Administrator-On-Call program.

Dining Services

The University offers service in five dining area locations for resident students with a complete and nutritionally-balanced menu: McElroy Commons, Eagles Nest and Lyons Hall on Middle Campus, Stuart Hall at Newton, and Walsh Hall on Lower Campus. In addition students may use their Meal Plan in all the a la carte cash-type facilities also available to non-board students. Additional plans may be purchased at a reduced price beyond the Base Plan, if required, by any student. Optional Plans are also available to non-board students. The cost of the Base Plan for the year 1988-89 is \$1,190.00 per semester.

The Meal Plan is mandatory for resident students living in Upper Campus, Newton, Walsh Hall, 66 Comm. Ave. and Greycliff dormitories. The Board Plan Office, 552-3533 or Ext. 3533 will provide information on request which may be very helpful to those who do not understand the Meal Plan. A Dietitian is available to those students with special dietary needs or restrictions by calling 552-3178 or Ext. 3178.

Graduate Student Association

The Graduate Student Association (GSA) is a representative body of graduate students from Arts and Sciences, the School of Social Work, and the School of Management. Graduate students in most of the schools and departments have their own association or student collective, but the GSA serves as the university-wide graduate student organization.

The primary purpose of the GSA is to coordinate and augment the efforts of students, graduate organizations, faculty, and administrators in improving graduate student life and more fully integrating graduate students in the overall Boston College community.

Graduate departments and other graduate student organizations from the Department of Education, School of Management, and School of Social Work elect a representative(s) to the GSA Council. This council works closely with the GSA staff to strengthen the collective voice of graduate students in matters concerning their welfare on campus. At present there are over thirty representatives on the Council.

The GSA sponsors numerous social, cultural, and educational events for graduate students. The GSA now publishes a graduate student newspaper, *The Graduate Exchange*, that keeps people informed of GSA events, as well as providing graduate students with information about university actions or activities which are of interest. At the beginning of each semester

the GSA sponsors an orientation program for all graduate students.

The GSA maintains an office in Hovey House. At this time the university does not offer any lounge space for graduate students to meet and socialize.

The GSA obtains its financial resources by assessing each graduate student an activity fee of \$20.00 per semester for full-time students and \$12.00 per semester for part-time students.

Health Services

The primary goal of University Health Services is to provide confidential medical/nursing care and educational programs to safeguard the physical well-being and mental health of the student body. The Department has two units: a Clinic located in Cushing Hall on the Chestnut Hill Campus, and a 20-bed Infirmary located in Keyes House South on the Newton Campus. Emergency service is also provided.

Graduate students may sign up at University Health Services Office in Cushing Hall, Room 119.

The service includes various clinics: a walk-in clinic, medical, surgical, orthopedic, allergy and immunization clinics as well as a wart clinic. The In-Patient Infirmary is open 24 hours a day when school is in session.

The Health/Infirmary Fee is not a substitute for a health insurance policy. The University strongly recommends that all students be covered additionally by an appropriate health insurance policy for hospital care and diagnostic testing. Information is available at University Health Services Office, Cushing Hall, Room 119.

Academic Regulations

Note: In addition to being familiar with the Academic Regulations listed below, students are expected to know the Academic Regulations of their school as printed on subsequent pages of this catalog, or in the appropriate individual school's bulletin.

Academic Integrity

Students at Boston College are expected to have high standards of integrity. Any student who cheats or plagiarizes on examinations or assignments is subject to dismissal from the College. Cases involving academic integrity shall be referred to a Dean for adjudication or for judgment by an Administrative Board, as the student shall request.

Academic Grievances

Any student who believes he or she has been treated unfairly in academic matters should consult with the Chairperson of the Graduate Program or the Dean to discuss the situation and/or to obtain information about relevant grievance procedures.

Grading

In each graduate course in which he or she registers for graduate credit, the student will receive one of the following grades at the end of the semester: A, A-, B+, B, B-, C, or F. In addition, students in the Law School may receive grades of C+, C-, and D. The high passing grade of A is awarded for course work which is distinguished. The ordinary passing

grade of B is awarded for course work which is clearly satisfactory at the graduate level. The low, passing grade of C is awarded for work which is minimally acceptable at the graduate level. The failing grade of F is awarded for work which is unsatisfactory. For Law School students, the grades of C– and D may be awarded for work which is passing but unsatisfactory.

Academic credit is granted for courses in which a student receives a grade of A, A–, B+, B, B–, or C. No academic credit is granted for a course in which a student receives a grade of F. Note: Students should consult the Academic Regulations section of their own school, or the appropriate Bulletin, for academic standards which apply to their individual degree programs. (Field Instruction in the Graduate School of Social Work, for example, is graded on a Pass/Fail basis. A Pass/Fail option is available for a limited number of other courses, as stipulated by the School).

Incompletes

All required work in any course must be completed by the date set for the course examination. A student who has not completed the research or written work for a course, may, with adequate reason and at the discretion of the faculty member, receive an I (Incomplete). Except for extraordinary cases, the grade of Incomplete (I) for any course shall not stand for more than 4 months. In extraordinary cases, the student may petition the appropriate Dean for an exception. The Graduate School of Social Work requires that any faculty member asked, and agreeing, to extend an Incomplete for more than 30 days after the original exam/paper deadline, submit a designated explanatory form to the office of the Dean. A G.S.S.W. student who fails to remove an Incomplete within the 30 days, or to secure the extension form from the respective faculty member, will receive an F for the course. A Law School student who fails to remove an Incomplete for any course prior to graduation will receive an F for the course.

Any Incomplete grade which is turned in to the Registrar's Office will remain an Incomplete until it is changed by a formal action of the faculty member involved.

Transcript of Record

A record of each student's academic work is prepared and maintained permanently by the Office of the University Registrar. Transcript requests must be submitted in writing to:

Transcript Requests
Office of the Registrar
Lyons Hall 101
Boston College
Chestnut Hill, MA 02167

Under normal conditions requests are processed within 72 hours of receipt. If rush service is required, a flat \$5.00 "rush fee" will be assessed in addition to the cost of each transcript (\$2.00 per copy).

Transcript/Diploma Holds

Diplomas will not be issued, nor transcript requests honored, for any student with an outstanding financial obligation to the University. The same policy applies to any student who

does not complete the required loan exit interview.

Student Absences for Religious Reasons

Any student who is unable, because of his religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination, or study or work requirement, and shall be provided with an opportunity to make up such examination, study or work requirement which may have been missed because of such absence on any particular day. However, such makeup examination or work shall not create an unreasonable burden upon the University.

Withdrawal from a Course

Students who withdraw from a course after the registration, or confirmation of registration, period but before the last three weeks of class will have a "W" recorded in the grade column of their permanent record. Students will not be permitted to drop courses during the last three weeks of classes or during the exam period. Students who are still registered at this point will receive a final grade for the semester.

Withdrawal from Boston College

Students who wish to withdraw from Boston College in good standing are required to file a Withdrawal Form in the University Registrar's Office. In the case of students who are dismissed for academic or disciplinary reasons, the appropriate college administrator will complete this form.

Leave of Absence

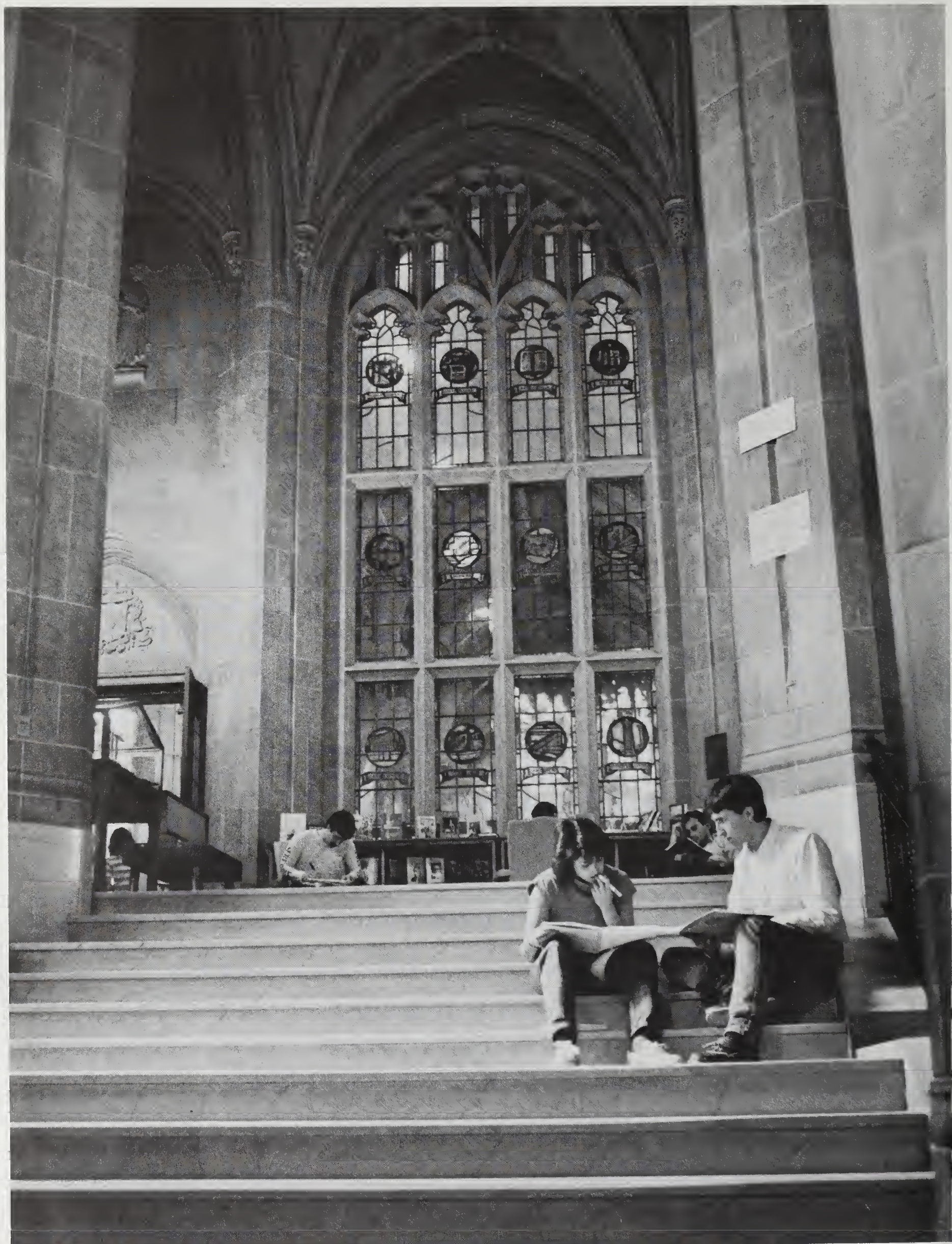
Degree candidates seeking a leave of absence from Boston College are required to complete a Leave of Absence Form, available in the University Registrar's Office. All degree candidates must register each semester until the degree is completed. Degree candidates not wishing to register for a given semester must file the Leave of Absence Form with the University Registrar.

To assure reenrollment for a particular semester following a leave of absence, students must notify the University Registrar's Office and the Dean's Office of their individual school about their intention, at least six weeks in advance of the start of that semester. Students seeking reenrollment in the Graduate School of Social Work should refer to the School's readmission procedure in the Readmission section, below.

Readmission

Students who desire readmission will initiate the process in the University Registrar's Office, Lyons Hall. Applications for readmission should be made there, and the readmission fee paid, at least six weeks before the start of the semester in which the former students seek to resume study. NOTE: Students requesting readmission to the Graduate School of Social Work must contact the Director of Social Work Admissions at least *one semester* before their intended return to insure appropriate class and field placement. The appropriate Dean's Office

will make the decision on the readmission application, and the Registrar's Office will notify the former student about the action taken. The decision will be based on consideration of the best interests of both the student and the University.



Graduate School of Arts and Sciences

The Graduate School of Arts and Sciences offers programs of study leading to the degrees of Doctor of Philosophy (Ph.D.), Doctor of Education (D.Ed.), Master of Arts (M.A.), Master of Science (M.S.), Master of Education (M.Ed.), Master of Arts in Teaching (M.A.T.), Master of Science in Teaching (M.S.T.), and to a Certificate of Advanced Educational Specialization (C.A.E.S.), and a Certificate of Advanced Graduate Studies (C.A.G.S.) in English. The Graduate School also admits as "Special Students" those not seeking a degree who are interested in pursuing course work for personal enrichment.

General Information

The Graduate Admissions Office, McGuinn Hall 221 is open from 9:00 to 5:00, Monday through Friday, to assist persons making preliminary inquiries. Applicants who are U.S. citizens or permanent U.S. residents may obtain their application materials from the *department to which they are applying* or from the Graduate Admissions Office. Non-U.S. citizens should obtain their application materials from the Graduate Admissions Office.

The *Graduate School of Arts and Sciences Bulletin* may be obtained from the departments or from the Graduate Admissions Office. The *Schedule of Courses* and *Registration Information for Graduate Students* booklets are published by the University Registrar prior to each semester's registration period.

The Foreign Student Office, the Office of the Dean for Student Development, and the Graduate Student Association Office provide non-academic services for students.

Master's Degree Programs

Requirements for Degrees of Master of Arts, Master of Science, and Master of Education

Acceptance

Candidates for the Master's degree must generally be graduates of an accredited college with 18 semester hours of upper division work in the proposed area of study. In case of deficiencies, prerequisites may be earned in the Graduate School by achieving a minimum grade of B in courses approved for this purpose. Where there is some doubt about a scholastic record, acceptance may be conditional. The candidate will then be evaluated by the department and recommended to the Dean for approval after the first semester of course work or after earning a minimum of 6 credits.

Course Credits

A minimum of 30 graduate credits is required for each Master's degree. No formal minor is required, but with the approval of his or her major department a student may take a limited number of credits in a closely related area. No more than 6 graduate credits will be accepted in transfer toward fulfillment of

course requirements, as described more fully under Transfer of Credit.

Language Requirement

The extent and nature of the language requirements are the responsibility of the department concerned. See departmental description.

Master's Comprehensive Examination

The candidate for a Master's degree must pass a departmental comprehensive examination which may be oral, written, or both, as determined by the department. Each candidate should consult his or her major department to learn the time and nature of the comprehensive examination. Registration for comprehensives will take place directly with the individual departments. Questions on the nature and exact date of examinations should be directed to the department chairperson or Graduate Program Director. The following grading scale is used: pass with distinction (PwD), pass (P), and fail (F). Generally within two weeks, notification of examination results will be sent in writing to the Registrar's Office and the individual student. A candidate who fails the Master's Comprehensive Examination may take it only one more time. Students who have completed their course work should register for Master's Interim Study (888) each semester until they complete their comprehensive examinations. Only the registration fee and the activity fee are charged during this period. No credit is granted.

Thesis

Some programs require or allow the option of a thesis. It is the responsibility of the student to become familiar with the regulations of his or her major department. A maximum of 6 credit hours, attained by registering for Thesis Seminar 801, is allowed for the thesis. The thesis is done under the supervision of a director and at least one other reader assigned by the department. Students who have completed 6 credits under Thesis Seminar but who have not finished their thesis must register for Thesis Direction 802, a non-credit course, each semester until the thesis is completed. A Graduation Form should be filed with the Registrar in accordance with the dates indicated in the academic calendar in the *Graduate Catalog*. Two typed copies of the thesis, one original and one clear copy, approved and signed by the director and reader, must be submitted to the Registrar's Office, accompanied by the proper binding and microfilm fee, no later than the date specified in the academic calendar.

The submitted theses become the property of Boston College but the University does not limit the author's right to publish results.

Time Limit

The student is permitted *five consecutive years* from the date of acceptance into the program for completion of all requirements for the Master's degree. Extensions are permitted only with approval of the department concerned and the Dean.

Leave of Absence

Students enrolled in a degree program who do not register for course work, thesis direction or for Master's Interim Study in any given semester must re-

Graduate School Programs and Degrees

Depts. of Instruction	Ph.D.	D.Ed.	M.A.	M.A.T.	M.S.	M.S.T.	M.Ed.	C.A.E.S.	C.A.G.S.
Biology	X				X	X			
Chemistry	X				X	X			
Classical Lang.			X	X					
Economics	X		X	X					
Education	X	X	X	X		X	X	X	
English	X		X	X					X
Geology & Geophysics					X	X			
History	X		X	X					
Mathematics			X			X			
Nursing	X				X				
Philosophy	X		X						
Physics	X				X	X			
Political Science	X		X	X					
Psychology	X								
Romance Lang.	X		X	X					
Slavic & Eastern Lang.			X	X					
Sociology	X		X						
Theology	X		X						
American Studies			X	X					
Biblical Studies			X						
Medieval Studies	X		X						
Slavic Studies			X						
Religious Ed. & Pastoral Ministry	X		X				X	X	

quest a leave of absence for that semester. Leaves of absence are not normally granted for more than 2 semesters at a time. Students may obtain the Leave of Absence Form from the Registrar and submit this form to that office for the Dean's approval.

Leave time will normally be considered a portion of the total time limit for the degree unless the contrary is decided upon initially between the student and the Dean. Students must file the Readmission form with the Registrar's Office, and pay the readmission fee, at least 6 weeks prior to the semester in which they are expected to re-enroll.

Master of Arts in Teaching (M.A.T.) and Master of Science in Teaching (M.S.T.)

Master's Programs in Teaching are available for those who are teaching or who wish to prepare to teach. Applicants must be accepted both by the department in which they wish to specialize and by the Department of Education. The M.S.T. and M.A.T. programs are pursued under one of the following plans:

Plan A: combines graduate study with a year of teaching internship.

Plan B: combines a year of graduate study with a period of apprenticeship.

Plan C: for an experienced teacher or graduate from a School of Education without teaching experience.

For additional information see the Department of Education subsection: Secondary Education.

Students in the M.A.T. and M.S.T. programs must pass a comprehensive examination taken in two parts—one devoted to the subject matter field and the other to the field of Education. Also required is a research paper in the area of specialization. General requirements regarding credits, language, time limit, and Leave of Absence for the Master's Programs described above are applicable to these degrees.

Special Programs

Master of Arts in American Studies—See departments of History, English, Political Science and Sociology.

Master of Arts in Medieval Studies—See departments of History and Romance Languages.

Master of Arts in Slavic Studies—See department of Slavic and Eastern Languages.

Certificate of Advanced Specialization (C.A.E.S.)—See department of Education and the Institute of Religious Education and Pastoral Ministry.

Certificate of Advanced Graduate Studies (C.A.G.S.)—See department of English.

The five-year time limit for completing a Master's Degree also applies to the C.A.E.S. and C.A.G.S. programs.

Doctoral Degree Programs

Requirements for the Degree of Doctor of Philosophy

The Ph.D. degree is granted only for distinction attained in a special field of concentration and demonstrated ability to modify or enlarge a significant subject in a thesis based upon

original research conspicuous for its scholarship.

The minimum requirement for the Ph.D. is that the doctoral student follow a unified and organized program of study. Additional information regarding specific programs of study at the doctoral level will be found in this catalog under departmental listings. Detailed statements of requirements and procedures should be requested directly from the department in which the student has an interest.

Residence

The philosophy of the residence requirement is that a doctoral student should assimilate the total environment of the University. Residence for at least two consecutive semesters of one academic year, during which the student is registered as a full-time student at the University, is required. A full semester is ordinarily taken to mean 4 three-credit courses. A plan of studies which meets this requirement must be arranged by the student with the department. Registration in two courses per semester is considered to fulfill the residency requirement for students holding full-year fellowships and assistantships. The residence requirement may not be satisfied, in whole or in part, by summer session attendance only.

Language Requirement

Each department shall decide the extent and nature of the language requirement for its students.

Preparing for Comprehensives

Students frequently spend one or two semesters preparing for comprehensive examinations following the completion of their course requirements. During this interim period students should register for course No. 998, Doctoral Comprehensive, for which only the registration fee and the activity fee are required. No credit is granted.

Comprehensive Examinations

Student eligibility for taking the doctoral comprehensive examination is determined by the department. Students should consult with their department about the nature of this examination and time of administration. Departments use the following grading scale: pass with distinction (PwD), pass (P), and fail (F); one of these three grades will be recorded on the student's transcript. Generally within two weeks, the department will send the results in writing to the Registrar's Office and to the individual student. A student who fails the doctoral comprehensive examination may take it once again not sooner than the following semester and at a time designated by the department. In case of a second failure, no further attempt is allowed.

Admission to Candidacy

A student attains the status of a *doctoral candidate* by passing the doctoral comprehensive examination and by satisfying all departmental requirements except the dissertation. Doctoral candidates are required to register each semester and to pay a doctoral continuation fee until completion of the dissertation.

Dissertation

Each doctoral candidate is required to complete a dissertation which embodies original and independent research, and demonstrates advanced scholarly achievement. The subject of the dissertation must be approved by the major department and the research performed under the direction of a faculty advisor. The manuscript must be prepared according to style requirements of the departments.

Acceptance of the Dissertation

As soon as possible after a student's admission to candidacy, a dissertation committee will be appointed by the Dean to judge the substantial merit of the dissertation. The dissertation committee shall include the major faculty advisor as chairperson and at least two additional members of the graduate faculty as readers.

The dissertation shall be defended by the candidate in a public oral examination.

Official approval of the dissertation by the dissertation committee is required. Committee members certify their acceptance by signing the title page of the dissertation. The two signed copies of the dissertation should be filed in the Registrar's Office on the date committee approval is given. The submitted dissertation becomes the property of Boston College, but the University does not limit the author's right to publish the results.

Dissertation Publication

Doctoral candidates should report to the Registrar's Office by the middle of the semester in which they plan to graduate for detailed instructions concerning dissertation publication requirements and commencement procedures.

Time Limit

All requirements for the Doctor's degree must be completed within *eight consecutive years* from the beginning of doctoral studies. Extensions beyond this limit may be made only with departmental recommendation and the approval of the Dean.

Leaves of Absence

The conditions for leaves of absence and readmission as noted for the Master's Program are also applicable to the Doctoral Program. Leaves of absence for students on Doctoral Continuation are rarely granted.

Requirements for the Degree of Doctor of Education

Requirements for the Doctor of Education degree are the same as those for the Doctor of Philosophy degree with the following modifications. Three years of teaching experience are required as a prerequisite for the degree. There is no foreign language requirement, but technical competence in research methods and in statistics is required. There are eight approved major fields of concentration leading to the Doctor of Education degree: 1) Special Education; 2) Educational Psychology; 3) Educational Research; 4) Administration and Supervision; 5) Higher Education; 6) Psychology and Measurement; 7) Curriculum and Instruction; 8) Counselor Education and Counseling Psychology.

Interdisciplinary Doctoral Program

Where departmental doctoral programs are unable to satisfy the interests of the student, an interdisciplinary doctoral program remains a possibility. A student interested in exploring such a possibility should make application to the Dean who will determine if there are available resources in the University for such a program.

Special Students (Non-Degree)

Students seeking no degree, but interested in pursuing course work for personal enrichment may be admitted as Special Students. Special Students sometimes apply and are accepted later as degree students. In this event no more than 12 credits earned as a special student will be accepted as a part of the degree program.

The Consortium

Boston College graduate students may cross-register for graduate courses at Boston University, Brandeis, or Tufts. It should be noted that the registration dates of the Consortium schools are not identical. Further information regarding cross-registration procedures is available in the Registrar's Office.

Admission

Eligibility and Application Information

The Boston College Graduate School of Arts and Sciences is an academic community whose doors are open to all students without regard to race, religion, age, sex, marital or parental status, national origin or handicap. Opportunities and experiences are offered to all students on an equal basis and in such a way as to recognize and appreciate their individual and cultural differences.

Applicants for admission to the Graduate School ordinarily must possess at least a bachelor's degree from an accredited institution, and give evidence of the ability and preparation necessary for the satisfactory pursuit of graduate studies. This evidence consists primarily, but not exclusively, in the distribution of undergraduate courses and the grades received in them. Consult the appropriate departmental descriptions for additional specific requirements.

Individuals lacking a bachelor's degree generally are not admitted to Graduate School classes. In order to attend graduate classes, persons lacking the bachelor's degree should apply for authorization either through the Dean of the Evening College of Arts and Sciences and Business Administration or, in the case of Boston College undergraduates, through their appropriate dean and with the approval of the chairperson of the given department. Such students will receive only undergraduate credit for the course taken in the Graduate School, and the course credit will be entered only on their undergraduate record. For regulations governing the simultaneous master's/bachelor's degree, one should consult his or her own undergraduate dean.

The Graduate School accepts two classes of applicants: Degree students (degree-seeking) and Special students (non-degree-seeking).

A completed application to the Graduate School includes forms that provide biographical information, official transcripts, and references. All of these documents will be found in the *Graduate School of Arts and Sciences Bulletin*, along with complete instructions for their submission. For possible additional required credentials, e.g. GRE scores etc., consult the requisites of the Department to which admission is being sought. *All application materials should be sent to the Graduate Admissions Office, McGuinn Hall 221.*

Applicants for Special Student status should consult the *Graduate Arts and Sciences Bulletin* regarding required application documents. *All application materials should be sent to the Graduate Admissions Office, McGuinn Hall 221.*

Degree and Special students are not admitted officially until the completed application form has reached and been approved by the Director of Graduate Admissions. Admission should not be presumed without receipt of official notification from the Director.

Degree-seeking applicants should consult the department of specialization regarding the specific requisites for the various departmental master's, C.A.E.S., C.A.G.S., and doctoral programs.

For the necessary application forms and information, *Domestic Students* (U.S. citizens and permanent resident non-U.S. citizens) should address their requests to the department of interest, or to the Graduate Admissions Office.

Foreign Students (non-U.S. citizens who are not permanent U.S. residents) should address their requests to the Graduate School Office, McGuinn Hall 221.

If one's department of interest has requirements involving the Graduate Record Examination (GRE), Miller's Analogies Tests, etc., information regarding these tests may be obtained from:

The Center for the Study of Testing, Evaluation and Educational Policy
Boston College
Chestnut Hill, Massachusetts 02167

Information on the GRE tests also may be obtained from:

Educational Testing Service
Box 955
Princeton, New Jersey 08540
Educational Testing Service
1947 Center Street
Berkeley, California 94794

All documents submitted by applicants for admission become the property of the Graduate School and are not returnable. Applicants who are accepted by the Graduate School but do not register for course work at the indicated time will have their documents kept on file for twelve months after the date of submission. After that time, the documents will be destroyed and the applicants must provide new ones if they later decide to begin graduate study.

Procedure for Filing Applications

Domestic Students (U.S. citizens and other permanent residents of U.S.)

Domestic students applying for admission and financial aid should submit all application materials to the Graduate Admissions Office, McGuinn Hall 221.

Unless other dates are indicated by individual departments/divisions, the completed applications for admission should be on file by

April 15 for June admissions, May 15 for September admissions and November 15 for January admissions. Applications for admission which involve a request for financial aid should be on file in the department concerned by March 15.

If, after five or six weeks following application, domestic students have not received word concerning the status of their application, they should make inquiries to their department or to the Graduate Admissions Office regarding the completeness of their files.

Foreign Students (non-U.S. citizens who are not permanent residents of U.S.)

Foreign students seeking admission should write to the Boston College Graduate School of Arts and Sciences requesting the International Student Application Forms.

Foreign students should send all their completed application materials to:

Graduate School of Arts and Sciences
Graduate Admissions Office
Boston College
Chestnut Hill, Massachusetts 02167 U.S.A.

They should NOT send these materials directly to the department or program concerned since this will only delay the processing of their applications.

All foreign student-applicants for whom English is not the first language should plan to take the TOEFL (Test of English as a Foreign Language) Examination, and direct that their score be forwarded to the Graduate School by The Educational Testing Service. Ordinarily, a score of 550 on this examination is expected by the Graduate School for admission. Information about this examination can be obtained from the Educational Testing Service (see above for address).

Applications for admission which do NOT involve a request for financial aid should be sent to the Graduate School Office by April 15 for September admissions and by October 1 for January admissions.

Applications for admission which DO involve a request for financial aid should be sent to the Graduate School Office by February 15. No requests for financial aid will be considered for January admissions.

If, after seven or eight weeks following the submission of all application materials, foreign students have not received word regarding the status of their applications, they should address the Graduate School Office for information concerning the completeness of their files.

Acceptance

Announcements of acceptance or rejection are usually mailed on or about April 15 for September admissions, but may vary by department. Decisions for January or June admission are made on a rolling basis. Decisions are made on the basis of departmental recommendations and the fulfillment of prerequisites. No student should presume admission until he or she has been notified officially of acceptance by the Director of Admissions of the Graduate School.

Registration

Students in the Graduate School of Arts and Sciences have the option of registering for courses in person or by mail. Continuing degree students will be mailed registration material, including the *Registration Information for Graduate Students* booklet, approximately one

month prior to the beginning of each semester. New degree students and special students should come to registration, which is usually held throughout the second week of classes. The dates, time and place of registration will also be listed in the *Schedule of Courses* booklet which is published one week prior to the beginning of each semester.

Before coming to registration all students should see their department advisor or chairperson to discuss a program of study and obtain approval for courses. Full payment must be made at the time of registration.

Students registering by mail will receive a receipt by return mail. Those who register in person will register and make payment in one central location. For information on graduate tuition and fees refer to the Graduate Tuition and Fees section of this catalog. In addition to the tuition cost, all students must pay the registration fee and student activities fee.

Students who have begun the process of applying as degree or special students but who have not received notification of admission, may at their own risk register and attend classes. Such students must sign a legal agreement at registration to complete the application process within six weeks of registration. In cases where such students fail to meet the requirements for admission, no refunds will be granted and no grades will be released.

After registration, no addition of courses or change from audit to credit are permitted. Students may withdraw from a course or change from credit to audit up to three weeks prior to examinations and may receive partial tuition refund on withdrawals submitted during the three weeks following registration. See Withdrawals and Refunds section for specific refund dates.

Record of Registration

During the fifth week of classes, students will be mailed a copy of their Record of Registration. The record will show the student's complete registration. Students should report immediately any errors in their registration by bringing their receipted copy of the registration form to the University Registrar's Office, Lyons 101. When corrections have been made on the Record of Registration, an updated copy will be mailed to the student. Students are responsible for verifying the accuracy of their Record of Registration; they will be graded in the courses indicated on that record.

Academic Regulations

Academic Integrity

Students in the Boston College Graduate School of Arts and Sciences are expected to have high standards of integrity. Any student who cheats or plagiarizes on examinations or assignments is subject to dismissal from the program. Cases involving academic integrity shall be referred to the Dean for adjudication.

Grades

In each graduate course (exclusive of Thesis Seminar 801) in which he or she registers for graduate credit, the student will receive one of the following grades at the end of the semester: A, A-, B+, B, B-, C, F, W or I. The high passing grade of A is awarded for course work which is distinguished. The ordinary passing

grade of B is awarded for course work which is clearly satisfactory at the graduate level. The low, passing grade of C is awarded for work which is minimally acceptable at the graduate level. The failing grade of F is awarded for work which is unsatisfactory.

Academic credit is granted for courses in which a student receives a grade of A, A-, B+, B, B-, or C. No academic credit is granted for a course in which a student receives a grade of F. A student who receives a grade of C in more than 10 or an F in more than 8 semester hours of course work may be required to withdraw from the school.

Withdrawal from a Course

To withdraw from a course after registration, a graduate student should pick up a Course Change Authorization Form in the University Registrar's Office, Lyons 101. The student should obtain an authorization signature from the department chairperson and also from the Dean of the Graduate School. After obtaining those authorizing signatures, the student is to return the form to the Registrar's Office.

For students who officially withdraw from a course during the registration period, no recording entry will appear on the permanent record. After the registration period but before the last three weeks of class, official withdrawal from a course will be recorded by "W" in the grade column of the permanent record. No student will be permitted to drop a course during the last three weeks of classes or during the examination period. Students still registered in a course during this period shall receive a final grade in the course.

For specific dates, please refer to the refund schedule on page 7 of this catalog.

Incompletes

All required work in any course must be completed by the date set for the course examination. A student who has not completed the research or written work for a course, may, with adequate reason and at the discretion of the faculty member, receive an I (Incomplete). Except for extraordinary cases, the grade of Incomplete(s) shall not stand for more than four (4) months.

Any Incomplete grade which is turned in to the Registrar's office will remain an Incomplete until it is changed by a formal action of the faculty member involved.

Semester Examinations and Grade Reports

Seminars and teacher-training courses may or may not have a semester examination. Discretion is left to the instructor. Semester examinations are given in all other courses and students should consult the semester examination schedule posted outside the University Registrar's Office, Lyons 101. When examinations or classes are cancelled as a result of stormy weather, announcement is made by radio (WBZ, WHDH) generally by noon. The scheduling of examinations thus cancelled is posted outside Lyons 101. Semester grade reports are mailed to all students who are in good standing.

Transcript Requests

Transcript requests in writing should be addressed to the University Registrar. The student should indicate his or her full name and should specify whether he or she is currently enrolled, on leave of absence, withdrawn, or graduated. A fee is charged for each transcript and must be enclosed with the request. The official transcript lists all courses for which the student has been registered in the Graduate School.

Change of Name and Address

Students are responsible for maintaining their current name and address on file in the Registrar's Office.

Transfer of Credit

Students who have completed one full semester of graduate work may request transfer of not more than six graduate transfer credits. Only courses in which a student has received a grade of B or better will be accepted. Credit received for courses completed more than ten years prior to a student's admission to his or her current degree program are not acceptable for transfer. Transfer of Credit forms, which are available in the University Registrar's Office, should be submitted, together with an official transcript, directly to the student's chairperson and Dean for approval. If approved, the transfer course and credit, but not a grade, will be recorded on the student's permanent record.

Graduate students who have been formally admitted to the Graduate School and who have earned credits in the Boston College Summer Session will have their grades automatically transferred to their permanent record unless the student requests otherwise.

Graduation

May Graduation

Graduate School degrees are awarded at the annual May commencement. Students who plan to graduate in May should file a Graduation Form in the Registrar's Office by the deadline stated in the Academic Calendar. The graduation fee is due at this time. For students who sign up and pay for graduation but for some reason do not graduate on the anticipated date, the Registrar's Office will automatically move them up to the next scheduled graduation period. Those who finish degree requirements during the school year may request a Letter of Certification for the completion of their degree requirements.

Diplomas are distributed immediately following the completion of the commencement exercises. Diplomas will be mailed to students unable to attend commencement.

The name of a graduate will not appear on the official commencement list unless all financial and library accounts have been settled, nor will diploma or transcripts be awarded or issued where the fees have not been paid.

September and January Graduations

Graduate students who have completed all degree requirements by September 1 or January 2 are eligible to receive the degree as of those dates. The procedure is the same as for May graduation. The deadline for filing the

graduation form in the Registrar's Office is July 8 and December 1. As there are no commencement exercises in January or September, the names of those receiving degrees will be included in the program of the following May commencement.

Financial Aid

Academic Grants

A variety of fellowship grants and scholarships is available to aid promising students in the pursuit of their studies, including: University Fellowships, Teaching Fellowships, Graduate Assistantships, Research Assistantships and Tuition Scholarships. Grants vary by discipline and can be as large as \$8,800 plus a full tuition scholarship. Please refer to the Financial Aid Section in the University Section at the beginning of this catalog for more information on filing requirements (i.e. completion of the Financial Aid Form (FAF), etc.). Application for fellowship grants and scholarships should be made according to the procedures outlined in the preceding paragraphs under the heading APPLICATION, and completed applications should be on file by March 15. Applications which are received after this date will be accepted but normally they will be considered only if unexpected vacancies occur. The scholastic requirements for obtaining fellowship grants or scholarships are necessarily more exacting than those for securing simple admission to the Graduate School.

University Fellowship

University Fellowships are available in some departments offering the Ph.D. degree. These awards, which provide a stipend, and may include up to a full tuition scholarship, do not require specific services.

Fellowships for American Minority Group Students

The Graduate School sponsors several Fellowships specifically for American minority group students. These are in addition to other Fellowship and Assistantship awards, will carry tuition scholarships and stipends of up to \$8,800 for the 1988–1989 academic year, and do not require specific services. Interested students should write directly to the Director of Admissions and Financial Aid, Attention: Minority Student Fellowship Program for further particulars. All applicants, of course, are routinely considered for the various types of financial aid that are available in the Graduate School.

Teaching Fellowships

The Graduate School has available a limited number of Teaching Fellowships. These provide for a stipend which is adjusted to the academic qualifications and degrees of the recipient. The Teaching Fellow, in addition to the graduate program of studies, is responsible for six hours of teaching in the undergraduate colleges.

Assistantships

Assistantships are available in most departments. Requests for Assistantships should be included with other materials that are submitted to the Admissions Office. Requests re-

ceived after March 15 will be accepted, but prior consideration will be given to those who submit requests and credentials before or on that date. The scholastic requirements for obtaining Assistantships are necessarily more exacting than those which might suffice for admission to the Graduate School.

Assistantships are granted on an academic-year basis (September-June). Generally, the Assistants in natural science departments assist in laboratory activities. In these and other departments the Assistants may be otherwise involved in the academic activities of the department. The nature and number of hours involved are determined by the department chairperson.

Assistantships provide a stipend which is adjusted to the academic qualifications and degrees of the recipient.

Research Assistantships

Research Assistantships are available in departments having external research grants, both Federal and private. The stipends are similar but not uniform in the departments. Summer research opportunities are also available on some research projects. For further information, contact the Chairperson of the department.

Tuition Scholarships

Tuition scholarships are awarded to a limited number of students based on academic achievement and promise.

Procedures for Grant Recipients

Teaching Fellows and Assistants are full-time graduate students. Consequently, they may not accept any additional commitment of employment without prior consultation with and permission of the Chairperson of the department and approval of the Dean of the Graduate School.

At the opening of each school year, or at whatever other time a grant may be awarded, recipients must report to the Payroll Office to fill out personnel cards and tax information forms.

A grant recipient who relinquishes a Fellowship, Assistantship or a tuition scholarship must report this matter in writing to the department Chairperson and to the Dean. These awards may be discontinued at any time during an academic year if either the academic performance or in-service assistance is of an unsatisfactory character. They may also be discontinued for conduct injurious to the reputation of the University.

Other Sources of Financial Aid

Students interested in other sources of financial aid should inquire to the University Financial Aid Office where all such aid is administered. (Refer to the earlier section on Financial Aid in this catalog.)

Graduate Programs American Studies

Faculty

The American Studies Faculty Caucus for 1988–89:

Professor James Wallace (Director), English
 Professor Andrew Buni, History
 Professor Leonard Casper, English
 Professor Maceo Dailey, History
 Professor William Gamson, Sociology
 Dean Carol Hurd Green, Arts & Sciences
 Professor Dennis Hale, Political Science
 Professor Stuart Hecht, Speech
 Communication and Theater
 Professor Jeffery Howe, Fine Arts
 Professor Robert Kern, English
 Professor Alan Lawson, History
 Professor Seymour Leventman, Sociology
 Professor Thomas O'Connor, History
 Professor Carol Petillo, History
 Professor John Randall, English
 Professor Richard Schrader, English
 Professor Judith Smith, History
 Professor Cecil Tate, English
 Professor Christopher Wilson, English

American Studies at Boston College is an interdepartmental program leading to the Master of Arts degree. Cooperating departments include English, History, Political Science, Sociology and Fine Arts. Admission of any applicant will be determined by *both* the major department and the American Studies Committee.

The Program is designed to encourage an understanding of the American experience by bringing students to an integrated view of American Culture. Candidates concentrate in a major department, while integrating the methods of interdisciplinary work developed in a year-long colloquium and seminar in the literature and practice of American Studies. In addition the student is required to take twelve hours of graduate work in his major field, and nine in a field related to that major interest. A culminating Master's project will allow the student, in consultation with an advisor, to pursue a topic of special interest. At the end of a student's course of study, the Master's candidate undergoes an oral examination testing his ability to synthesize several areas of knowledge. We also offer a M.A.T. degree.

The Program also has several extracurricular dimensions. It has been a focal point for programs drawing upon the cultural resources of the Boston area. In recent years, the Program has sponsored a Teacher's Institute in Boston history, and the Architectural Heritage Program's summer course sponsored by the Commonwealth of Massachusetts.

Applicants are asked to acquire application materials from the department which will be their major field of concentration.

Course Offerings

Students construct their program from Americanist offerings in cooperating departments, in addition to the two-course core sequence:

AS 724 Graduate Core Colloquium: An Introduction to The Literature of American Studies (F: 3)

The colloquium considers a wide range of readings that represent key avenues of approach to the interdisciplinary study of culture. Additional time will be spent examining the nature of the field of American Studies and its present state.

AS 990 Graduate Core Seminar (S: 3)

Each year the American Studies Committee approves a seminar topic which provides the focus for interdisciplinary work. After several weeks of common reading within this topical area (e.g. American Culture in the 1920s), students pursue individual research topics of their own choosing. Normally, the topic serves as a research essay for the course; in some instances, however, it may also provide the basis for the Master's Project. With the permission of the instructor, this course is open to all students in cooperating departments.

Interested students may inquire about the Program by writing directly to: Director, American Studies Program, Boston College, Chestnut Hill, MA 02167.



Biology

Faculty

Professor Maurice Liss, A.B., Harvard University; Ph.D., Tufts University School of Medicine

Professor Jolane Solomon, A.B., Hunter College; A.M., Ph.D., Radcliffe College

Professor William D. Sullivan, S.J., A.B., A.M., Boston College; M.S., Fordham University; Ph.D., Catholic University of America

Professor Yu-Chen Ting, A.B., National Honan University; M.S., University of Kentucky; M.S.A., Cornell University; Ph.D., Louisiana State University

Associate Professor Maria L. Bade, B.S., M.S., University of Nebraska; Ph.D., Yale University Medical School

Associate Professor Walter J. Fimian Jr., A.B., University of Vermont; M.S., Ph.D., University of Notre Dame

Associate Professor James J. Gilroy, B.S., University of Scranton; M.S., Catholic University; Ph.D., University of Maryland

Associate Professor Jonathan J. Goldthwaite, B.S., University of Massachusetts, Amherst; Ph.D., University of California, Berkeley

Associate Professor Joseph A. Orlando, B.S., Merrimack College; M.S., North Carolina State College; Ph.D., University of California, Berkeley

Associate Professor William H. Petri, A.B., Ph.D., University of California, Berkeley

Associate Professor Donald J. Plocke, S.J., B.S., Yale University; A.M., Boston College; Ph.D., Massachusetts Institute of Technology

Associate Professor R. Douglas Powers, Chairperson of the Department
A.B., SUNY; Ph.D., Syracuse University

Associate Professor Allyn H. Rule, B.S., Central Connecticut College; A.M., Ph.D., Boston University

Associate Professor Thomas N. Seyfried, B.A., St. Francis College; M.S., Illinois State University; Ph.D., University of Illinois

Associate Professor Chester S. Stachow, B.S., M.S., Ph.D., University of Manitoba

Assistant Professor Anthony T. Annunziato, B.S., Boston College; M.S., Ph.D., University of Massachusetts, Amherst

Assistant Professor Grant W. Balkema, B.S., Ph.D., Purdue University

Assistant Professor William J. Brunken, B.S., Long Island University; Ph.D., State University of New York, Stony Brook

Assistant Professor Mary Kathleen Dunn, B.A., University of Kansas; M.A., Michigan State University; Ph.D., University of North Carolina at Chapel Hill

Program Description

The Department of Biology offers courses leading to the degrees of Doctor of Philosophy and Master of Science, and cooperates with the Department of Education in the Master of Science in Teaching (M.S.T.) program.

Those seeking admission to the graduate program should have a strong background in biology, chemistry and mathematics with grades of B or better in these subjects. Deficiencies in preparation may be made up in the graduate school. Ph.D. students must include differential calculus and physical chemistry in their preparation; these may be taken during the course of graduate studies.

The Ph.D. program does not require a specific number of graduate credits; however, the Residence Requirements, as defined in the Graduate School of Arts and Sciences section of this Bulletin, must be met.

Requirements: The minimum required curriculum for Ph.D. students includes Biochemistry, Biochemistry Laboratory and one advanced course in each of the following three areas: physiology, microbiology and genetics. Ph.D. students are required to take at least four seminar courses (those numbered 800–899). The minimum required program for M.S. students consists of Biochemistry, Biochemistry Laboratory, and advanced courses in two of the three areas listed above. In addition, M.S. candidates are required to take one seminar course. Both M.S. and Ph.D. degrees require the presentation and oral defense of a thesis based on original research conducted within the Department under the guidance of a faculty member.

M.S. and Ph.D. students are also expected to participate in the teaching of undergraduate courses during their course of studies. M.S.T. candidates are not required to follow a specific core curriculum, but with the advice and consent of their advisors take those courses that best satisfy their individual requirements. They should contact the Department Chairperson for information concerning the research paper and comprehensive examination requirements.

Sonntag Institute for Cancer Research

The Sonntag Institute for Cancer Research offers to graduate and undergraduate students the opportunity to conduct independent and supervised research in the field of cancer. It is

the purpose of the Institute to acquaint dedicated students with the problem of cancer and to make available the facilities of this Institute as well as those of other Cancer Institutes in the Metropolitan area. The staff of the Institute has a cooperative research agreement with Children's Cancer, The Jimmy Fund Research, Peter Bent Brigham Leukemia Laboratories.

Course Offerings

An asterisk after the course title indicates that a course carries a laboratory fee. Courses numbered 500–599 are for undergraduate and graduate registration.

BI 510 General Endocrinology (S: 3)

Prerequisite: Consent of instructor

The course consists of a study of phylogenesis of endocrine systems; the embryology, gross and microscopic anatomy of endocrine glands; the biochemical and hormone action including clinical considerations. Two two-hour lectures per week.

Jolane Solomon

BI 515 Biophysical Chemistry

Lectures on the properties and functional and interrelationships of proteins and nucleic acids with emphasis on the principal physicochemical techniques used for the study of macromolecules.

Donald J. Plocke, S.J.

BI 518 Cell Physiology (F: 3)

Prerequisites: Chemistry through organic, plus Introductory Biology or equivalent. Biochemistry desirable.

A course intended to build on students' basic biological and biochemical information to create a deeper understanding of how eucaryotic cells interact in an organism. Preceded by reviews of relevant cellular and molecular structure/function relationships in cells and organisms, the structure, biosynthesis, and metabolism of receptors and some of their messages are discussed. Current experimental approaches to the subject matter and problems of current interest are considered.

Maria Bade

BI 530 Somatic and Haploid Genetics (S: 2)

A general survey of the most recent developments in haploid and somatic genetics. It emphasizes *in vitro* studies on both plant and animal materials.

Yu-Chen Ting

BI 531 Somatic and Haploid Genetic Laboratory (S: 1)

One two-hour laboratory per week. Required of all students taking BI 530.

Yu-Chen Ting

BI 538 Biology of Cell Cycle (F: 3)

A study of growth and division of exponential, synchronous and selected cell cultures will be studied. DNA, RNA and protein synthesis in prokaryotes and eukaryotes during the cycle will be discussed. Division controls will also be reviewed.

William D. Sullivan, S.J.

BI 540 Immunology (F: 3)

Prerequisites: General Biology, Inorganic Chemistry

The biology of the immune response: cell-cell interactions, antibody synthesis, the immunoglobulins, evolution of self recognition vs. non-self (antigen), antigenicity, antibody-antigen reactions, immune protection, immune destruction, and problems in cancer and transplantation immunity. The course will consist of a series of lectures, group seminars and guest

speakers. Two seventy-five minute lectures per week.
Allyn H. Rule

BI 548 Comparative Animal Physiology (S: 3)

This is a course about how animals function as well as why they function as they do; thus, stress will be laid on problems to animal survival posed by the environment in which they live and on the previous solutions to the problems that have been evolved by different animal groups, both vertebrate and invertebrate. The interplay of the fitness of the environment and the fitness of animals to survive in it will be explored.
Maria L. Bade

BI 552 Developmental Neurobiology (F: 3)

Prerequisites: BI 200-202, BI 300 and BI 310. This course surveys the development of the vertebrate nervous system at the organismal, cellular and subcellular levels. Emphasis is placed upon the origin of neurons and glial cells and on their cell-surface interactions during development. The influence of hormones and gene mutation on nervous system development is also covered. Two lectures per week.
Thomas Seyfried

BI 554 Principles of Mammalian Physiology (F: 3)

Prerequisite: BI 310. A study of the fundamental principles and physicochemical mechanisms underlying cellular and organismal function. Mammalian organsystems will be studied, with emphasis on cardiovascular, respiratory and renal function and the endocrine regulation of metabolism.
Grant W. Balkema

BI 556 Developmental Biology (S: 3)

Modern aspects of developmental biology with emphasis on molecular and cellular interaction in developmental processes.
William H. Petri

BI 558 Neurogenetics (F: 3)

Prerequisites: Genetics and Biological Chemistry. The emphasis of this course is on the genetic and biochemical basis of neurological diseases in humans and mice. Special attention will be given to lipid storage diseases, epilepsy, Huntington's disease, movement disorders and myelin abnormalities. The class format will be lecture and discussion. Class assignments include readings (no text is required).
Thomas Seyfried

BI 562 Neurophysiology: A Systems Approach (S: 3)

Prerequisite: BI 554 or permission of the instructor. This course is intended for advanced undergraduates or graduate students. The course will cover the biophysics of membranes, nerve and muscle physiology, the neuromuscular junction, the neuronal synapse, and sensory physiology with emphasis on the visual system.
Grant W. Balkema
William J. Brunken
R. Douglas Powers

BI 570 Nucleic Acid Biochemistry

Prerequisite: BI 302 (Molecular Genetics), and two semesters of Biochemistry or equivalent (BI 435 plus BI 440; or CH 561 plus CH 562); or permission of instructor. This course provides an in-depth treatment of the molecular biology and biochemistry of DNA and RNA, with particular emphasis on the control and organization of the genetic material of eukaryotic organisms. The emphasis

will be on the primary scientific literature, covering such topics as nucleosome and chromatin structure, DNA replication, gene regulation and transcription, and RNA processing.

Anthony T. Annunziato

BI 600 Biochemistry (F: 3)

Physical and chemical properties of proteins and nucleic acids; enzymology; chemistry and metabolism of carbohydrates, lipids, amino acids and nucleotides; control mechanisms and biosynthesis of nucleic acids and proteins. Two lectures per week.
Maurice Liss
Chester Stachow

BI 602 Biochemistry (S: 3)

A continuation of BI 600.
Maurice Liss
Chester Stachow

BI 603 Biochemistry Laboratory* (S: 2)

One laboratory period per week. To be taken in conjunction with BI 602.
Chester Stachow

BI 610 Experimental Approaches to Cell and Molecular Biology (F: 2)

A lecture and laboratory course in the theory and practice of techniques used in modern cell and molecular biology. The areas which are covered include: light microscopy (Nomarski DIC and fluorescence), electron microscopy, radiation biology, tissue culture, and basic techniques of molecular biology. Taken in conjunction with BI 600.
R. Douglas Powers

BI 654 Developmental Genetics (F: 3)

Prerequisites: BI 300 and 456, or permission of instructor. A review of the major questions in developmental biology with a consideration of the necessity for genetic analysis to answer those questions. Specific examples of current research including pattern formation, hormonal control of development, determination and differentiation, transdetermination, totipotency and differential gene activity.
William H. Petri

BI 658 Advanced Physiology (S: 3)

A study of physiological control mechanisms. Emphasis is on the structure and function of the mammalian cell membrane, its role in the maintenance of cellular and organismic homeostasis, and its importance in the regulation of reproduction.
R. Douglas Powers

BI 742 Biology of Ultrastructure (S: 2)

The assembly, continuity and exchanges in certain cytoplasmic membrane systems; the origin and continuity of mitochondria, plastids, golgi apparatus, microtubules, endoplasmic reticulum and other ultra-structural changes during the cell cycle and division will be discussed. Two lectures per week.
William D. Sullivan, S.J.

BI 743 Laboratory in the Biology of Ultrastructure* (S: 2)

A training course in the physics and mathematics of EM operation, embedding, knife making, sectioning, formvar and carbon coating, shadow casting, staining, radioautography and interpretation of electron micrographs.
William D. Sullivan, S.J.

BI 746 Immunochemistry: Principles of Ligand Assay (S: 3)

This course begins with a review of the fundamentals of immunology, the nature of immunity, the structure and function of antibodies as well as cell interactions with antigen. The topics progress to those which include: monoclonal antibodies, antigen purification and characterization, immunization for antibody

production, preliminary and advanced assessment of antibody-antigen reactions, and labeling technology. This course presupposes a background which includes basic organic chemistry, general biology and immunology or the permission of the instructor. This course meets 6:30–9:30 for 3 credit hours. Offered biennially.
Allyn H. Rule

BI 750 Bacterial Physiology and Metabolism (F: 3)

Prerequisite: BI 600 and BI 310, or consent of the instructor. A study of bacterial organelles, their molecular structure, function and biosynthesis. Metabolic reactions peculiar to bacteria, viz., fermentations and autotrophic functions are studied. Two lectures per week.
James J. Gilroy

BI 760 Biochemical Control Mechanisms (S: 3)

Prerequisite: BI 600 or equivalent. Regulation and biochemistry of enzyme, RNA and DNA synthesis. Problems dealing with the kinetics and physical properties of allosteric enzymes will be discussed. Three lectures per week.
Chester S. Stachow

BI 799 Readings and Research (F, S: 3, 3)

By arrangement
The Department

BI 801 Thesis Seminar (F: 3–S: 3)

A research problem for M.S. candidates of an original nature under the direction of a member of the staff.
By arrangement
The Department

BI 802 Thesis Direction* (F: 0–S: 0)

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.
By arrangement
The Department

BI 814 Seminar in Bacterial Metabolism (F: 2)

Special topics in Bacterial Metabolism. Offered biennially
James J. Gilroy

BI 816 Seminar in Metabolic Interrelations

A study of metabolism on the cellular, tissue and organism levels. Offered biennially, Fall 1989
Joseph A. Orlando

BI 818 Current Topics in Virology

Presentation and discussion of selected papers in virology, with emphasis on animal viruses. Offered biennially
Maurice Liss

BI 820 Seminar in Cytogenetics (F: 2)

Discussions on current developments in cytogenetics.
Yu-Chen Ting

BI 824 Seminar in Physiology

Discussion of recent topics in mammalian physiology with emphasis on the regulation of reproduction. Offered biennially
R. Douglas Powers

BI 828 Seminar on the Functional Role of Metals in Biological Systems

A study of the role of metals in proteins and nucleic acids, with emphasis on structure-function interrelationships. Not offered 1988–89
Donald J. Plocke, S.J.

BI 830 Topics in Plant Molecular Biology (F: 2)

A discussion of selected topics in plant biology with special emphasis on the use of molecular tools to address current research problems. Offered biennially
Kathleen Dunn

BI 842 Gene Regulation and Chromatin Structure (S: 2)

This course will provide an in-depth examination of current research papers which deal with the molecular biology of transcription and replication in eukaryotic cells. Particular emphasis will be placed on alterations in chromatin structure that accompany gene activation and DNA synthesis. Such topics as nucleosome structure, DNA supercoiling, transposition, and DNA sequence effects will be discussed. Seminar format
Anthony R. Annunziato

BI 848 Cellular Immunology

A discussion of cells, cell receptors and cell products involved in the immune response, delayed hypersensitivity, immediate hypersensitivity, and clotting. Offered biennially
Allyn H. Rule

BI 852 Current Topics in Plant Physiology (S: 3)

Reading, seminar reports, and discussion of selected aspects of current research in experimental plant science. Offered biennially
Jonathan Goldthwaite

BI 856 Immunochemistry of Antigens (S: 3)

Prerequisite: Immunology or permission of instructor
Seminars pertaining to antigens, their specific determinants and their interactions with antibodies. Quantitative immunochemical methods for measurement of antigen-antibody reactions, the free energy of Ab-Ag interactions, and mechanisms involved in protein-protein interactions. Offered biennially
Allyn H. Rule

BI 858 Immunochemistry of Antibodies (S: 3)

Prerequisite: Immunology or permission of instructor
Seminars related to antibody classes, their structure, active sites, function and synthesis; the evolution of antibody synthesis, allotypy and idiotypy.
Allyn H. Rule

BI 860 Seminar in Molecular Biology and Genetics of Bacteriophage (S: 2)

Study of recent advances in bacteriophage, genetics and replication. Offered biennially.
Chester S. Stachow

BI 862 Biochemistry of Receptors (F: 2)

Seminar topics based on current advance in the field. Offered biennially
Maria L. Bade

BI 864 Seminar in Developmental Biology

Prerequisites: BI 654 and 656 or permission of instructor
Discussion of current advances being made in the field of developmental biology. Offered biennially, Spring 1989
William H. Petri

BI 888 Master's Interim Study (F: 0-S: 0)

For Master's candidates who have completed all course requirements but wish to remain enrolled while preparing for comprehensive examinations.
The Department

BI 998 Doctoral Comprehensive (F: 0-S: 0)

For Doctoral students who have completed all course requirements but wish to remain enrolled while preparing for comprehensive examinations.
The Department

BI 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. This registration entitles them to use the university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit.
The Department

Center for East Europe, Russia and Asia (CEERA)

The Center's programs encourage faculty and students to participate in interdepartmental endeavors on both the graduate and undergraduate levels. Participating faculty come from the Departments of Economics, Education, Fine Arts, History, Philosophy, Political Science, Sociology, Slavic & Eastern Languages, and Theology, and offer over eighty academic courses connected with the study of the culture, history and political life of East Europe, Russia and Asia. Many of these same professors also take part in the biennial interdepartmental course sponsored by CEERA:

UN 212 Perspectives on Marxism

A coherent overview of the Marxist phenomenon, designed to enable the student to gain an understanding from several major perspectives and an orientation for further study of questions raised by this important movement.

Some graduate students may also be interested in the following course:

HS 272 (PO 080) Introduction to Russian, Soviet and East European Studies (F: 3)

This course provides the student with the key themes, theories and approaches necessary for further detailed study of Russia, the USSR, and the East European states. The major findings and methods used by specialists in various disciplines will be previewed and presented.

Graduate students interested in this introductory course should consult the Director of the Program.

In addition to teaching activities, members of the Center are involved in publication of the specialized quarterly *Studies in Soviet Thought* and of the monograph series *Sovietica*, which now contains some forty-eight volumes. Interested students with some knowledge of Russian or other relevant languages are encouraged to participate in these projects. CEERA also sponsors talks and symposia on topics of interest.

Graduate students may also earn a certificate of proficiency from the Center. Certificate requirements and other information on the operation of the Center are available from:

Prof. Raymond T. McNally (History), Director
Carney 171

Prof. Donald Carlisle (Political Science), Assistant Director, McGuinn 220

Information on graduate degree programs with related area concentrations should be obtained directly from the academic departments: A.B., M.A., Ph.D. in History or Philosophy; A.B., M.A. in Russian or in Slavic Studies (Slavic & Eastern Languages).

Chemistry

Faculty

Professor Joseph Bornstein, B.S., Boston College; Ph.D., Massachusetts Institute of Technology

Professor Michael J. Clarke, A.B., Catholic University; M.S., Ph.D., Stanford University

Professor Paul Davidovits, B.S., M.S., Ph.D., Columbia University

Professor Evan R. Kantrowitz, A.B., Boston University; A.M., Ph.D., Harvard University

Professor T. Ross Kelly, B.S., Holy Cross College; Ph.D., University of California at Berkeley

Professor Jeong-long Lin, Chairperson of the Department

B.S., M.S., National Taiwan University; Ph.D., Queen's University at Ontario

Professor Yuh-kang Pan, B.S., National Taiwan University; Ph.D., Michigan State University

Professor Dennis J. Sardella, B.S. Boston College; Ph.D., Illinois Institute of Technology

Professor George Vogel, B.S., D.Sc., Prague Technical University

Associate Professor O. Francis Bennett, B.S., Bridgewater State College; M.S., Boston College; Ph.D., Pennsylvania State University

Associate Professor E. Joseph Billo, Jr., B.S., M.S., Ph.D., McMaster University

Associate Professor David L. McFadden, A.B., Occidental College; Ph.D., Massachusetts Institute of Technology

Associate Professor Martha M. Teeter, B.A., Wellesley College; Ph.D., Pennsylvania State University

Assistant Professor James E. Anderson, B.S., Michigan State University; M.S., Ph.D., University of Michigan

Assistant Professor Larry W. McLaughlin, B.Sc., University of California at Riverside; Ph.D., University of Alberta

Assistant Professor Udayan Mohanty, B.Sc., Cornell University; Ph.D., Brown University

Assistant Professor Mary F. Roberts, A.B., Bryn Mawr College; Ph.D., Stanford University

Program Description

The Department of Chemistry offers programs leading to the degrees of Doctor of Philosophy and Master of Science in analytical chemistry, inorganic chemistry, organic chemistry, physical chemistry, and biochemistry. The Master's degree is intended as a terminal degree. The Master of Science in Teaching

(M.S.T.) is offered through cooperation with the Department of Education.

All entering graduate students take qualifying examinations in inorganic, analytical, organic, and physical chemistry. Master's degree candidates must take the examinations at least once for placement purposes. Ph.D. candidates are required to pass the Qualifying Examinations no later than the end of the first year of graduate studies.

Formal courses may be waived in the first year in areas of demonstrated proficiency, as revealed by the Qualifying Examinations.

Requirements: Every student is expected to attain a grade point average of at least 2.50 at the end of his or her second semester in the Graduate School, and maintain it thereafter. If this standard is not met, the student may be required to withdraw from the graduate program.

There is no total credits requirement for the Ph.D. degree. First-year requirements provide the student with breadth of knowledge in the traditional four fields: analytical, inorganic, organic, and physical chemistry. Beyond the first year each student will pursue a program of studies consistent with individual educational goals and with the approval of the student's advisor.

Candidates for the Ph.D. degree must pass an examination in German, French, or Russian. The examination must be successfully passed before the student is formally admitted to candidacy.

The Comprehensive Examination for the M.S. degree is a public, oral defense of the student's research thesis. The Ph.D. Comprehensive Examination consists of a series of cumulative examinations which test the student's development in his or her major field of interest and critical awareness and understanding of the current literature.

Both the M.S. and Ph.D. degrees require a thesis based upon original research, either experimental or theoretical. During the second year, research will be the major effort of the student seeking a Master's degree. For the Ph.D. candidate, a research project requiring three to four years of sustained effort will begin usually after the first year of study. An oral defense of the dissertation before a faculty thesis committee completes the degree requirements. A public presentation of the thesis follows the oral defense.

Some teaching or equivalent educational experience is required. This requirement may be satisfied by at least one year of service as a teaching assistant or by suitable teaching duties. Arrangements are made with each student for a teaching program best suited to his/her overall program of studies. Waivers of teaching requirements may be granted under special circumstances with the approval of the Chairperson.

Course Offerings

An asterisk after a course title indicates that the course carries a laboratory fee.

CH 520 Principles of Inorganic Chemistry (F: 3)

An introduction to the principles of inorganic chemistry with emphasis on structural and thermodynamic aspects. *E. Michael J. Clarke*

CH 532 Introduction to Macromolecular Chemistry (S: 3)

An introduction to the organic and physical chemistry of large polymeric molecules. The syntheses of these molecules via condensation, chain polymerization, and ring-opening will be covered as well as the structures and modifications of naturally occurring polymers. Physical properties such as mechanical and elastic behavior, solubility, and solution thermodynamics will be discussed. Finally, one lecture will touch upon the interface with chemical engineering in the scaling-up of chemical processes and also the interface with the world of chemical patent law. *Lloyd D. Taylor*

CH 534 Organic Synthesis (S: 3)

The most useful reactions of organic chemistry will be discussed in detail and practical applications made. *Joseph Bornstein*

CH 535 Physical Organic Chemistry (S: 3)

This course will survey the methods commonly used to elucidate the mechanisms of organic reactions, including kinetics, isotope effects, linear free energy relationships, and stereochemical probes. Methods for the characterization and observation of reactive intermediates will also be discussed (e.g., NMR, ESR and CIDNP, chemical trapping, etc.). We will assume a working knowledge of basic organic chemistry (equivalent to the content of CH 231-2) as well as an acquaintance with the basic ideas of NMR and molecular orbital theory (nonmathematical). The format of the course will be lecture, with some problem discussion. *Dennis J. Sardella*

CH 537 Mechanistic Organic Chemistry (F: 3)

Prerequisite: CH 231-232 or equivalent
Underneath the seemingly limitless variety of transformations encountered in organic chemistry lies a relatively small number of mechanistic types which constitute an organizing and predictive tool of considerable power for the chemist. This course will survey the major mechanistic types and the commonly-encountered reactive intermediates from the standpoint of the organic chemist interested in a practical understanding of the relationships between reactants and products of organic reactions. *Joseph Bornstein*

CH 538 Organic Spectroscopy (F: 3)

The theory and uses of infrared, nuclear magnetic resonance, mass, and ultraviolet spectroscopy in structural elucidation are discussed at an intermediate level, but no prior knowledge of the field is assumed. *George Vogel*

CH 541 Determination of Organic Structures (S: 4)

Prerequisite: CH 231-232
The course is designed to introduce the student to the methodology of organic chemical research while at the same time affording him or her a deeper insight into the chemical and physical properties of functional groups. The elucidation of the structures of a number of organic compounds is carried out by a combination of classical and modern instrumental methods; separation techniques as well as small-scale degradative and synthetic experimentation are stressed in the process. Practice in the carrying out of literature searches and in the solution of numerous textbook problems

in structural organic chemistry are additional features of the course. Corequisite CH 543.

O. Francis Bennett

CH 543 Determination of Organic Structure Laboratory* (S: 0)

Laboratory required of all students enrolled in CH 541. Two three-hour laboratory periods per week. Corequisite CH 541.

O. Francis Bennett

CH 555-556 Advanced Chemistry Laboratory (F: 3-S: 3)

This is a two-semester chemistry laboratory course designed primarily for juniors and seniors. Emphasis will be placed on developing the skills and techniques required to perform modern chemical experiments. Interpretation and presentation of data will also be stressed.

The laboratories will include experiments from thermodynamic, kinetic, spectroscopic, electrochemical, and chromatographic areas. In addition, basic experimental techniques, experimental design, safe laboratory practices, and identification and estimation of sources of error in measurements will be included in each experiment. *James E. Anderson*

CH 561-562 Biochemistry (F: 3-S: 3)

Prerequisite: CH 231-232 or equivalent.

An introductory course in Biochemistry. Topics will include structure, function, and synthesis of proteins and nucleic acids; bioenergetics; kinetics, mechanism, and control of biochemical reactions; intermediary metabolism; photosynthesis; and an overview of experimental methods. *Larry W. McLaughlin*
Mary F. Roberts

CH 567 Protein Structure and Function (S: 3)

Prerequisite: CH 231-232. Recommended: CH 561-562 or BI 435-BI 440 and CH 473 or CH 475-476. Or permission of the instructor. An introduction to methods of structural analysis of proteins and peptides from an experimental and theoretical viewpoint. Their relationship to protein function. Topics will include X-ray diffraction, molecular modelling methods, and illustrative protein structures. *Martha Teeter*

CH 572 Quantum Chemistry and Spectroscopy (F: 3)

A development of the principles of quantum mechanics as they apply to chemistry. The molecular-orbital method is used for the theoretical treatment of electronic structure and reactions. Molecular spectroscopy, including an introduction to group theory and rotational, vibrational, and electronic spectroscopy. *Yuh-kang Pan*

CH 579 Introduction to Statistical Mechanics (S: 3)

The course emphasizes the basic tools of equilibrium statistical mechanics; microcanonical, canonical, and grand-canonical ensembles, fluctuations in these ensembles, Fermi-Dirac and Bose-Einstein statistics, cluster expansion, and perturbation theories of liquid structure. *Udayan Mohanty*

CH 720 Advanced Organic Chemistry I (S: 3)

A detailed discussion of the main-group elements with emphasis on synthesis, the periodic relationships, structural aspects, and bonding. *The Department*

CH 725 Physical Methods in Inorganic Chemistry (S: 3)

Applications of group theory and spectroscopy to bonding and molecular structure. Electronic and vibrational spectroscopy. Magnetic resonance and magnetic susceptibility. X-ray methods of structure determination. Electrochemical techniques.

Michael J. Clarke

CH 770 Advanced Physical Chemistry—Dynamics (S: 3)

Experimental and theoretical aspects of molecular dynamics will be discussed. Some of the topics covered are reaction rates, energy transfer, scattering, and photon-induced processes.

Paul Davidovits

CH 799–800 Reading and Research* (F: 2 or 3–S: 2 or 3)

A course required of Ph.D. matriculates for each semester on research.

The Department

CH 801 Thesis Seminar* (F: 3–S: 3)

A research problem, requiring a thorough literature search and an original investigation under the guidance of a faculty member, for M.S. candidates.

The Department

CH 802 Thesis Direction* (F: 0–S: 0)

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

The Department

CH 805 Departmental Seminar I (F: 1)

Research seminars by leading scientists both from within the Department and from other institutions are presented on a regular (usually weekly) basis.

The Department

CH 806 Departmental Seminar II (S: 1)

A continuation of CH 805.

The Department

CH 821 Inorganic Chemistry Seminar I (F: 3)

A series of discussions of topics of current interest in inorganic chemistry with participation by students and faculty members. Students will submit papers and give oral presentations of topics based on recent literature in inorganic chemistry. Discussions of research in progress in the Department will be included. Occasionally visiting lecturers will also participate.

Michael J. Clarke

CH 822 Inorganic Chemistry Seminar II (S: 3)

A continuation of CH 821.

Michael J. Clarke

CH 831 Organic Chemistry Seminar I (F: 3)

A series of discussions of topics of current interest in organic chemistry with participation by students and faculty members. Students will submit papers and give oral presentations of topics based on recent literature in organic chemistry. Discussions of research in progress in the Department will be included. Occasionally visiting lecturers will also participate. More than one section of this seminar may be organized, each around a different area.

T. Ross Kelly

CH 832 Organic Chemistry Seminar II (S: 3)

A continuation of CH 831.

T. Ross Kelly

CH 861 Biochemistry Seminar I (F: 3)

A series of discussions of topics of current interest in biochemistry with participation by students and faculty members. Students will submit papers and give oral presentations on selected topics. Discussions of current research in the Department will be included.

Larry W. McLaughlin

CH 862 Biochemistry Seminar II (S: 3)

A continuation of CH 861.

Mary F. Roberts

CH 871 Physical Chemistry Seminar I (F: 3)

A series of discussions of topics of current interest in physical chemistry with participation by students and faculty members. Students will submit papers and give oral presentations of topics based on recent literature in physical chemistry. Discussions of research in progress in the Department will be included.

David L. McFadden

CH 872 Physical Chemistry Seminar II (S: 3)

A continuation of CH 871.

Jeong-long Lin

CH 994 Language Requirement: French (F, S: 0)**CH 995 Language Requirement: German (F, S: 0)****CH 996 Language Requirement: Russian (F, S: 0)**

Three times a year (September, December, April) examinations to satisfy the language requirement as spelled out under Program Description are offered. Advising and limited instruction are also available. The dates are announced on the departmental bulletin board. No formal registration is required.

George Vogel

CH 997 Masters Comprehensive (F, S: 0)

Consists of a public, oral defense of the student's thesis research.

The Department

CH 998 Doctoral Comprehensive (F, S: 0)

Consists of a series of cumulative written examinations which test the student's development in his or her major field of interest (organic, inorganic, analytical, physical, biochemistry) and critical awareness and understanding of the current literature. Six of sixteen exams must be passed over a two-year period.

The Department

CH 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of the University facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit.

The Department

Other courses, offered by the Department on a non-periodic basis:

- CH 522 Inorganic Chemistry Laboratory
- CH 536 Organic Synthesis Laboratory
- CH 565 Structure and Function of Nucleic Acids
- CH 566 Bio-Inorganic Chemistry
- CH 568 Advanced Biochemistry and Enzymology
- CH 569 Enzyme Mechanisms

- CH 573 Quantum Chemistry and Molecular Structure
- CH 577 Spectroscopy
- CH 580 Dynamics of Simple Liquids
- CH 581 Electrochemistry
- CH 583 Analytical Separations
- CH 671 Statistical Mechanics
- CH 672 Quantum Mechanics
- CH 724 Advanced Inorganic Chemistry II
- CH 731 Theoretical Organic Chemistry
- CH 732 Organometallic Chemistry
- CH 734 Natural Products
- CH 735 Advanced Organic Chemistry
- CH 738 Heterocycles
- CH 773 Advanced Physical Chemistry—Structure
- CH 775 Chemical Thermodynamics—Dynamics

Classical Studies

Faculty

Associate Professor Eugene W. Bushala, B.A., Wayne State University; M.A., Ph.D., Ohio State University

Associate Professor David H. Gill, S.J., B.A., M.A., Boston College; Ph.D., Harvard University; Lic. Theology, St. Georgen, Frankfurt-am-Main

Associate Professor Dia M.L. Philippides, Chairperson of the Department
B.A., Radcliffe College; M.A., Boston College; M.A., Ph.D., Princeton University

Assistant Professor Charles F. Ahern, Jr., B.A., Wesleyan University; M.Phil., Ph.D. Yale University

Program Description

The Department grants an M.A. degree in Latin or Greek, or Latin and Greek. The degree can be obtained in either of two ways: 1) by thirty credits in course work 2) by twenty-four credits in course work plus a thesis (with special permission). The M.A.T. degree is offered for students wishing to prepare for teaching, and requires 15 credits in the Department and 15 in the School of Education.

Requirements: Candidates for the degree are required to complete a departmental reading list in Latin authors, or Greek authors, or both, depending on the type of degree sought. Comprehensive examinations will be written and oral, consisting of translations from the authors on the reading list, questions on the content of the candidate's course work, on the general history of Latin and/or Greek literature, and on the thesis if offered in partial fulfillment of the requirements.

A student's modern language reading ability in French or German will be tested by the Department.

The Department also offers courses in Modern Greek language and literature. These courses do not qualify as credits for an M.A. Degree.

Course Offerings

CL 010–011 Elementary Latin (F: 3–S: 3)

This course will introduce the fundamentals of Latin grammar and vocabulary. The aim is to prepare a student to read simple Latin prose.

Eugene W. Bushala

Maria Kakavas

Dia M. L. Philippides

CL 020–021 Elementary Ancient Greek (F: 3–S: 3)

This course will introduce the fundamentals of ancient Greek grammar and vocabulary. The aim is to prepare a student to read something like Plato's *Apology* after a year's study.

David Gill, S.J.

CL 052–053 Intermediate Ancient Greek (F: 3–S: 3)

A review of the grammar followed by readings in easy literary prose such as that of Xenophon's *Anabasis* or Plato's *Crito*.

John Shea

CL 056–057 Intermediate Latin (F: 3–S: 3)

A thorough review of essential grammatical forms presented in Elementary Latin along with a close reading of an introductory selection of Roman prose and poetry.

Charles Ahern, Jr.

John Shea

CL 060–061 Elementary Modern Greek

An introduction to the study of Demotic Greek. This course will introduce the fundamentals of grammar and will focus on reading ability, oral comprehension, and oral expression. Class instruction is supplemented by required laboratory work.

Offered alternate years.

Maria Kakavas

CL 070–071 Intermediate Modern Greek (F: 3–S: 3)

Prerequisite: Elementary Modern Greek.

This second year course in the Modern Greek language will enable the student to enjoy the reading of representative contemporary writers such as Kazantzakis, Myrivilis, Seferis, Samarakis, Taktsis and Elytis. Offered alternate years.

Maria Kakavas

CL 101 Introduction to the Modern Greek World (F: 3)

An introduction to the geography, history, literature, religion, art, politics, and culture of contemporary Greece. This course aims at presenting an overall view and sensitive understanding of the current state of the country, taking into account Greece's liminal position between East and West, her recent attachment to the European Community, and the strong residual tradition of ancient Greece and Byzantium. The course is offered entirely in English. It serves as an excellent preparation for anyone seriously interested in visiting Greece and seeing beyond the walls of the Hilton Hotel. It also forms a basis for any further study of Greece.

Dia M. L. Philippides

CL 175 Modern Greek Novels and Short Stories

A survey of highlights of Greek prose-writing starting with 19th century works such as *Pope Joan* (E. Roidis) and "My Mother's Sin" (G. Vyzenos), continuing through the turn of the century with *The Murderess* (A. Papadiamantis), *Life in the Tomb* (S. Myrivilis), *Zorba the Greek* (N. Kazantzakis), and concentrating mostly on contemporary works including *The Plant*, *The Well*, *The Angel* (V. Vassilikos, author of *Z*), *The*

Third Wedding (K. Taktsis), "Fifty-fifty to Love" (from *The Double Book* of D. Hatzis), "The Dogs of Seikh-Sou" (G. Ioannou), *The Flaw* and short stories (A. Samarakis). The course is offered entirely in English.

Offered alternate years. Dia M. L. Philippides

CL 176 Modern Greek Drama

A survey of highlights of modern Greek drama beginning with the remarkable plays of the Cretan Renaissance (e.g., the tragedy *Erofilis*), and centering mainly on the 20th century, with plays such as *Tragedy-Comedy* (N. Kazantzakis), *The Courtyard of Miracles* (I. Kambanelis), *The City* (L. Anagnostaki), *The Ear of Alexander* (K. Mourseles), *The Wedding Band* (D. Kehaides), *The Match* (G. Maniotes). The discontinuity from the ancient Greek theater may be discussed and a reading performance may be planned. The course is offered entirely in English.

Offered alternate years. Dia M. L. Philippides

CL 202 (SA 079) Classical Greek Drama in Translation (S: 3)

Selected plays from 5th century Attic drama, including Aeschylus' *Oresteia* trilogy, Sophocles' *Antigone* and *Oedipus Rex*, Euripides' *Medea*, *Hippolytus* and *Bacchae*, Aristophanes' *Frogs* and *Lysistrata*, will be read in English. Secondary readings, visual materials (videotapes of performances, and slides) and discussion will focus on the development of classical drama, the ancient theater, stagecraft, and contemporary society, including the roles of men and women and issues of justice, heroism and ethics.

Of interest to students in the theater, English and other literatures influenced by the form and content of classical drama.

For students of the Classics provision may be made for reading certain portions in Greek.

Dia M. L. Philippides

CL 219 (FA 311) Greek Art and Archaeology (F: 3)

The art of the Ancient Greeks is the visible testimony of one of the great ages of man. Drawing on mythological tradition for its subjects and exhibiting an ever-changing and evolving style, Greek Art embodies the highest artistic ideals of the Western World. This course will present major aspects of Greek Art from the Archaic to the Hellenistic periods with special emphasis on art in Athens in the Age of Pericles. Archaeological material will be covered primarily in relation to the major artistic monuments.

Kenneth Craig

CL 223 History of Ancient Greece: Part I (F: 3)

This is a two-semester course. Either semester can be taken independently of the other.

In Part I (Fall term) there will be two large topics: (1) the reconstruction of Early Greek History on the evidence of legend (Homer) and archaeology, and (2) the emergence and character of the Greek *polis* (city-state), with special emphasis on Sparta and Athens. The term will close with the Persian Wars (499–479 B.C.).

The reading will include a one-volume history of Greece and selections from *primary sources*: Homer, Herodotus, Aristotle; Plutarch, inscriptions. Also, slides of principal sites and other physical evidence (pottery, sculpture, architecture).

David Gill, S.J.

CL 224 History of Ancient Greece: Part II (S: 3)

In Part II (Spring term) the main focus will be on "Classical" Athens in the fifth century B.C. (479–404). Topics will include the fully developed democracy: *how* it worked and *for whom*? "Making a Living;" magistrates, assembly and law courts; the Empire and its relation to democracy at home; the festivals; the Peloponnesian War; contemporary critiques of democracy. The final quarter of the course will cover 404–323 B.C. ending with Alexander's conquests and the Hellenization of the East. A new world and a new period of history.

The reading will include a one-volume history of Greece and from the *primary sources*: Thucydides; some comedies of Aristophanes; selections from the political speeches of Demosthenes and Isocrates; inscriptions. Slides and museum visits for art and architecture.

David Gill, S.J.

CL 225 The Odysseus Theme (F: 3)

This course will trace the career of Odysseus as wanderer and hero in the Greek and Roman worlds. We will treat both Odysseus himself and figures who, in undertaking journeys of various sorts, call him to mind. The major readings will be in Homer, Virgil, and Apuleius, but there will be readings also in Greek drama and philosophy and in a modern novel. The course is emphatically a discussion course.

Charles Ahern, Jr.

CL 226 The Augustan Age (S: 3)

This course will investigate the flourishing of Roman culture in its "golden age," that is, in the half-century dominated by the figure of Augustus Caesar. We will deal synthetically with its literature, art, and religion, as well as with its political and social history in an effort to see it whole and so to understand the living context in which the most familiar monuments of Roman classicism were produced. Readings in Virgil, Ovid, and other poets, in the historians Suetonius and Dio Cassius, and in various sources on religion, art, and social life.

Charles Ahern, Jr.

CL 230 Classical Mythology (S: 3)

This course will introduce the chief gods, goddesses, and heroes of the Greeks and Romans and the stories told about them. We will consider the facts of the stories, their influence on Western art and literature, and the problems of interpretation that they pose—just what are "myths" and what can be said about them? There will be readings in both ancient sources and modern sources. Constant reference will be made to the legacy of classical mythology in Western Art, literature and psychology. All readings will be in English; there are no prerequisites.

Maria Kakavas

CL 270–271 Advanced Topics in Modern Greek (F: 3–S: 3)

A seminar or independent study during which the student(s) will be introduced to advanced bibliographic methods and with them investigate a topic (or topics) in Modern Greek literature, linguistics, history or culture. The research will usually lead to the production of a paper.

Maria Kakavas

Dia M. L. Philippides

CL 306 Classics Pro-Seminar: Introduction to Classical (Greek) Scholarship

The course will outline basic approaches to the field of Classical (Greek) Studies, including

topics from, and bibliography for, the study of ancient Greek literature, textual criticism, linguistics, art, archeology, epigraphy, paleography, philosophy, religion and political science.

Guest lecturers will be invited.

The course should appeal to all undergraduate and graduate students concentrating in Classics as well as those interested in acquiring from the outside an overview of what is old and new in the field.

Offered alternate years. *Dia M. L. Philippides*

CL 316 Plato (F: 3)

A close reading of Plato's *Symposium* in Greek, as a general introduction to his idealism.

Eugene W. Bushala

CL 320 (TH 423) Seminar in Latin Patrology (S: 3)

See course description under TH 423.

Margaret Schatkin

CL 323 (TH 425) Seminar in Greek

Patrology (F: 3)

Margaret Schatkin

CL 329 Ovid's *Metamorphoses* (F: 3)

Reading and discussion of selected stories from Ovid's long narrative poem about mythological transformations. We will consider Ovid's skill as a story teller and his overarching theme of instability in the world of nature and in human personality.

Charles Ahern, Jr.

CL 336 Horace (S: 3)

Reading and discussion of selected *Odes* in close conjunction with an extensive modern commentary. Through the commentary we shall inquire both into ancient works relevant to the interpretation of particular poems and into modern scholarship on those poems. Knowledge of Greek desirable but not required.

Charles Ahern, Jr.

CL 340 Greek Poetry (S: 3)

A reading of a selection of ancient Greek poetry from lyric, elegiac, dramatic, pastoral, and epigrammatic genres.

Eugene W. Bushala

CL 368 Theocritus (F: 3)

A reading of the Greek text.

Carl Thayer, S.J.

CL 790—91 Readings and Research (F: 3—S: 3)

The Department

Economics

Faculty

Professor James E. Anderson, A.B., Oberlin College; Ph.D., University of Wisconsin

Professor David A. Belsley, A.B., Haverford College; Ph.D., Massachusetts Institute of Technology

Professor Frank M. Gollop, A.B., University of Santa Clara; A.M., Ph.D., Harvard University

Professor Peter Gottschalk, B.A., M.A., George Washington University; Ph.D., University of Pennsylvania

Professor William B. Neenan, S.J., A.B., A.M., S.T.L., St. Louis University; Ph.D., University of Michigan; Academic Vice President and Dean of Faculties

Professor Joseph F. Quinn,

Chairperson of the Department
A.B., Amherst College; Ph.D., Massachusetts Institute of Technology

Professor Donald K. Richter, B.A., M.A., Yale University; Ph.D., Massachusetts Institute of Technology

Professor Leon Smolinski, A.B., University of Freiburg, Germany; A.M., University of Cincinnati; Ph.D., Columbia University

Professor Donald J. White, B.S., Boston College; A.M., Ph.D., Harvard University; Dean, Graduate School of Arts and Sciences

Associate Professor Christopher F. Baum, A.B., Kalamazoo College; A.M., Florida Atlantic University; Ph.D., University of Michigan

Associate Professor Donald Cox, B.S., Boston College; M.S., Ph.D., Brown University

Associate Professor André Lucien Danière, Baccalaureate, Lyons; M.S., University of Massachusetts; Ph.D., Harvard University

Associate Professor Scott J. Freeman, B.A., University of Wisconsin; Ph.D., University of Minnesota

Associate Professor Marvin C. Kraus, B.S., Purdue University; Ph.D., University of Minnesota

Associate Professor Francis M. McLaughlin, Assistant Chairman of the Department B.S., A.M., Boston College; Ph.D., Massachusetts Institute of Technology

Associate Professor Joe Peek, B.S., M.S., Oklahoma State University; Ph.D., Northwestern University

Associate Professor Harold A. Petersen, A.B., DePauw University; Ph.D., Brown University

Associate Professor Richard W. Tresch, A.B., Williams College; Ph.D., Massachusetts Institute of Technology

Assistant Professor Robert J. Cheney, S.J., A.B., A.M., Saint Louis University; S.T.L., Weston College; Ph.D., Georgetown University

Assistant Professor Timothy S. Erickson, B.A., California State University at Fullerton; M.A., Ph.D., University of California at Los Angeles

Assistant Professor Christopher C. Maxwell, A.B., University of Pennsylvania; A.M., Ph.D., Harvard University

Assistant Professor Bruce Mizrach, A.B., Tufts University; Ph.D., University of Pennsylvania

Assistant Professor Robert G. Murphy, B.A., Williams College; Ph.D. Massachusetts Institute of Technology

Assistant Professor Stephen Polasky, B.A., Williams College; M.A., London School of Economics; Ph.D., University of Michigan

Instructor E. Scott Mayfield, B.A., Williams College; Ph.D. (cand.), University of Pennsylvania

Program Description

The graduate program in Economics is oriented primarily toward full-time students who are seeking the Ph.D. A limited number of students are also accepted to the M.A. program, which may be undertaken on either a part-time or full-time basis, and in rare cases appli-

cants are accepted as part-time students in the Ph.D. program.

The Ph.D. Program

The doctoral program is designed to train economists for careers in teaching or research by providing strong backgrounds in economic theory, quantitative research methods, and applied fields. Requirements for the Ph.D. include a minimum of eighteen courses, comprehensive examinations, a one-year residence requirement, and a thesis.

In the first year of the doctoral program students are normally required to take two semesters of Micro Theory (EC 700, 701), two semesters of Macro Theory (EC 703, 704), two semesters of Mathematics for Economists (EC 711, 712), one semester of Statistics (EC 727), and one semester of Econometrics (EC 728). The first semester of each theory sequence is designed as an intuitive-geometric introduction to theoretical concepts in preparation for the standard mathematical graduate approach, which begins in the second term. Students who enter with equivalent prior background may be exempted from Mathematics for Economists, Statistics, or the first semester of Micro or Macro, however, by passing an examination in the field. Those students who exempt first-year courses are expected to elect additional courses from those listed up to a total of four courses each semester.

In the second year, students complete a third semester each of Micro (EC 702) and Macro Theory (EC 705) and take courses from a wide range of electives. These include advanced theory, econometrics, monetary economics, public finance, industrial organization, international trade and finance, economic systems, urban economics, labor, and capital theory and finance. Students may also take independent study and, subject to departmental approval, may take courses in other departments of Boston College, or at Boston University, Tufts, or Brandeis.

Comprehensive examinations are given in May and September of each year. All students must pass written comprehensives in micro theory, macro theory, and two other fields from those listed above.

Total course requirements for the Ph.D. include eighteen courses, less any which may be waived by examination. Students in the doctoral program are expected to achieve a B+ average in their course work to remain in good standing.

All candidates for the Ph.D. are required as a part of their course of study to provide part-time service for at least two years in research assistance and/or supervised teaching, or to demonstrate mastery of these skills from equivalent experience elsewhere. Stipends are normally awarded in connection with these services to assist the students in their course of study, but failure to provide a stipend does not constitute waiver of the requirement.

The M.A. Program

The M.A. program in Economics is designed to train people for careers as research economists in business or government. It is aimed at students who qualify, by virtue of both interest and aptitude, for a sophisticated program in quantitative economic analysis but who do not wish to make the time commitment required of a Ph.D.

Requirements for the M.A. degree include the satisfactory completion of ten courses and a comprehensive examination. The ten courses will normally include two semesters each of Micro Theory (EC 700–701) and Macro Theory (EC 703–704); one semester of Mathematics for Economists (EC 711); Statistics (EC 727); Econometrics (EC 728); and three electives.

The M.A. program is offered as a self-contained program, but the M.A. degree will also be awarded, upon request, to Ph.D. students who meet the M.A. requirements in the course of their doctoral work, and pass the comprehensive examination.

Admissions Information

Students who are quite sure they wish to pursue a Ph.D. should apply for admission directly to the Ph.D. program and not to the M.A. program. Requirements for admission are at the same level for both programs, and students who are admitted to one may normally transfer, given satisfactory performance, to the other. Financial aid is available only to full-time students in the Ph.D. program.

Requests for further information or for application forms for admission and financial aid should be addressed to the Committee on Admissions, Economics Department, Boston College, Chestnut Hill, Mass., 02167. Applicants are required to submit college transcripts, two letters of recommendation, and scores from the Graduate Record Examination's quantitative, verbal, and economics tests. Applicants interested in financial assistance should ensure that their applications are completed by March 15. Applications completed beyond that date will be considered but will be subject to reduced chances of financial aid awards.

Course Offerings

EC 700 Microeconomic Theory I (F: 3)

This course discusses basic geometric and mathematical models of consumer behavior, firm behavior and market structure. An emphasis is placed on the application of these concepts to policy issues. *David Belsley*

EC 701 Microeconomic Theory II (S: 3)

Prerequisite: EC 700 or its equivalent. Comprehensive treatments of theories of consumer behavior and production. *Marvin Kraus*

EC 702 Microeconomic Theory III (F: 3)

Prerequisite: EC 700 and 701 or their equivalent. Linear and nonlinear programming, decentralization of economic decision making, general equilibrium analysis and welfare economics. *Donald K. Richter*

EC 703 Macroeconomic Theory I (F: 3)

Augmented intermediate macroeconomics. A thorough treatment of the basic Keynesian and classical models. *Joe Peek*

EC 704 Macroeconomic Theory II (S: 3)

Prerequisite: EC 703 or its equivalent. 1) Models of income, prices, and interest. A formal treatment of the neo-Keynesian macro model. 2) Consumption, saving, and wealth. 3) Theories of investment behavior. 4) Aggregate supply and inflation; Phillips curve; natural rate theory. 5) Policymaking under uncertainty. *Robert G. Murphy*

EC 705 Macroeconomic Theory III (F: 3)

Prerequisite: EC 703 and 704 or their equivalent. This course teaches the use and estimation of dynamic, stochastic models of optimizing agents to explain the time series of macroeconomic aggregates and to analyze policy alternatives. Featured topics include capital accumulation, business cycles, employment search, and the role of expectations. *Bruce Mizrach*

EC 711 Mathematics for Economists (F: 3)

1) Differential calculus—limits, partial derivatives, jacobians, differentials, maxima and minima of functions of several variables, Lagrange multipliers, implicit function theorem, envelope theorem. 2) Elementary economic applications—comparative static analysis, dual approach to economic theory. *Donald K. Richter*

EC 712 Mathematics for Economists II (S: 3)

Prerequisite: EC 711 and 727 or their equivalent. Differentiable Kuhn-Tucker theory; difference equations, introduction to stochastic processes; differential equations; introduction to dynamic optimization. *Scott Mayfield*

EC 727 Statistics (F: 3)

This course presents the statistical background required as an introduction to the study of econometrics: probability, sampling distributions, statistical problems of point and interval estimation and hypothesis testing. *Christopher Maxwell*

EC 728 Econometric Theory and Methods (S: 3)

Prerequisite: EC 711 and 727 or their equivalent. This course develops the basic tools of estimation for linear economic models. The major concerns include simple and multiple linear regression, hypothesis testing for simple and joint hypotheses, linear restrictions, dummy variables, analysis of covariance, generalized least squares, and instrumental variables. The elements of matrix algebra are reviewed, and an introduction to simultaneous equations methods is given. *Christopher F. Baum*

EC 729 Applied Econometrics (S: 3)

Prerequisites: EC 727–728 or their equivalent. This course presents a set of selected topics in applied econometrics. Topics are drawn from areas not developed in EC 728 and EC 827–828. The emphasis is placed upon practice, with exercises drawn from several large research data sets, utilizing a variety of econometric computer software. The course is of special interest to the student embarking on his dissertation research. *Christopher F. Baum*

EC 806 Topics in Applied Microtheory—General Equilibrium Analysis (S: 3)

Prerequisite: EC 700–702 or their equivalent. The basic goal of this course is to transform traditionally abstract microeconomic models into practical tools for the evaluation of economic policy and performance, in contexts where partial equilibrium analysis is inappropriate. The foundations for constructing and using general equilibrium simulation models are covered. Applications are drawn from a wide variety of fields, including public finance, urban economics, energy economics, industrial organization, and international trade. *Donald K. Richter*

EC 807 Topics in Applied Microtheory

Prerequisite: EC 700–702, 727, and 728 or their equivalent (EC 702 may be taken concurrently). The intent of the course is to integrate formal economic theory and econometric models. The course focuses on the derivation of applied models. Microeconomics is emphasized. Formal modeling of testable hypotheses is considered in a variety of structural and behavioral settings including monopolistic competition, undifferentiated and differentiated oligopolies, multiple-output production, imperfect factor markets, regulatory constraints, non-profit maximization, short run behavior, and intertemporal choice. *Frank M. Gollop*

EC 808 Topics in Advanced Microeconomic Theory (S: 3)

This course will cover topics in the area of game theory (normal and extensive form), (imperfect) information theory, and bargaining theory, with a strong interest in applications to current problems in economics. The exact course content will vary from term to term and depend upon the interests of the students and the professor. *Christopher Maxwell*

EC 827 Econometrics I (F: 3)

Introduction to the basic tools and theory of econometrics. Relevant matrix algebra and multivariate distribution theory are developed and applied to the traditional linear regression model and its extensions. Autocorrelation, errors in variables and other single equation problems will be discussed in this context. *Timothy Erickson*

EC 828 Econometrics II (S: 3)

Prerequisite: EC 827. Continuation of material of EC 827. A development of estimation in the general stochastic model and in systems of simultaneous linear equations. *David Belsley*

EC 829 Time Series Analysis for Forecasting and Model Building

Prerequisite: EC 728 (or equivalent) and EC 704. This course will develop tools for the analysis of economic time series data with emphasis on forecasting and econometric model building. After reviewing theoretical properties of univariate and multivariate time series processes, attention will be focused on procedures for determining forms of processes from data and other considerations. Estimation, testing, and prediction methods for various kinds of time series models will be presented. Special attention will be placed on using results from time series representation theory, linear filtering, and quadratic control to develop strategies for formulating, estimating, and testing equilibrium models. Particular areas of application will include the term structure of interest rates, intertemporal substitution of leisure and consumption, adjustment cost and gestation lag models of investment, and the volatility of stock prices, interest rates and exchange rates. *Bruce Mizrach*

EC 853 Industrial Organization I

Introduction to modern Industrial Organization theory. Topics will include, as time permits, the game theoretic approach to oligopoly theory, theories of barriers to entry, predatory pricing, R&D competition and applications to trade theory. *Stephen Polasky*

EC 854 Industrial Organization II

Economic analysis of antitrust and regulatory policies. Review of modern antitrust policy including a study of major cases and the economics literature commenting on antitrust policy. Analysis of the genesis of regulation, peak-load pricing, optimal departures from marginal cost pricing, automatic adjustment clauses, and the empirical evidence regarding regulation-induced inefficiencies. Investigation of the special problems of regulatory reform and deregulation in particular industries.

Frank M. Gollop

EC 861 Monetary Theory I

Money and the U.S. monetary system: theories of the demand for and supply of money; expected inflation and interest rates; term structure of interest rates; money, business activity and unemployment.

Scott Mayfield

EC 862 Monetary Theory II

The emphasis of this course is on how to construct general equilibrium models in which the demand for money arises from utility maximization in explicit physical environments. Environments to be studied include those of overlapping generations, spatial separation, private information, and Clower constraints. These models will be used to discuss the welfare implications of various monetary policies.

Scott Freeman

EC 865 Public Sector Economics I

Topics covered include the following: theory of externalities, the allocation of public goods, theory of welfare change measures, the question of optimal taxation and excess burden, problems of fiscal federalism, environmental policy.

Richard W. Tresch

EC 866 Public Sector Economics II

Course coverage includes: fiscal federalism; tax theory and policy, from both a first-best and second-best perspective; second-best public expenditure theory; and cost-benefit analysis.

Richard Arnott

EC 871 Theory of International Trade

A careful development of international trade theory, with emphasis on the structure of general equilibrium, welfare and commercial policy propositions, and the foundations of comparative advantage.

James E. Anderson

EC 872 International Finance

Analysis of macroeconomic adjustment in open economies, with attention to foreign exchange markets, balance of payments, and the international monetary system.

Robert G. Murphy

EC 880 Capital Theory and Finance

Valuation of assets, rates of return, measurement of earnings, risk and portfolio choice, the capital asset pricing model and special problems in investment such as human capital, the public sector, and the impact of the tax structure on investment.

Harold Petersen

EC 885 Theories of the Labor Markets

A comprehensive microeconomic approach to wage theory and the theory of labor markets focusing on labor supply, marginal productivity theory, human capital theory, institutional labor market analysis, and stratification theories. The course also focuses on topics of labor supply. Both economic theory and empirical evidence are investigated.

Peter Gottschalk

EC 886 Current Topics in Labor Economics

This course focuses on topics of current interest in labor economics. Examples include measurement issues in income distribution, race and sex discrimination, income maintenance, the impact of unions and minimum wage legislation, and the determinants of retirement decisions. Both theoretical and empirical issues are investigated.

Donald Cox

EC 893 Urban Economics

Topics to be covered include: descriptive models of urban location, demand for urban amenities, provision and finance of local public services.

Richard Arnott

EC 896 Economic Planning

Theory and practice of national economic planning. Price-guided methods vs. planning without prices. The issues of centralization and control. Historical development of planning theory and case studies of the actual performance of centrally planned economies from the viewpoint of welfare and efficiency criteria.

Leon Smolinski

EC 897 Soviet Economic System

Soviet economic growth under the five-year plans and its determinants. Planning principles, the role of the price system and incentives, investment policies. An appraisal of the Soviet system from the viewpoint of welfare and efficiency criteria.

Leon Smolinski

EC 898 Comparative Economic Systems

The theory and practice of central economic planning and decentralized decision-making in various economic systems such as market socialism, command economy, indicative planning. The choice of the optimal degree of centralization and problems of informational efficiency. Comparative analysis of dynamic and static efficiency of economic systems. The convergence hypothesis.

Leon Smolinski

EC 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy whether or not they remain in residence. This registration entitles them to use university facilities (library, etc.) and the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit.

Education

Faculty

Professor Peter W. Airasian, A.B., Harvard University; A.M., Ph.D., University of Chicago

Professor John S. Dacey, A.B., Harpur College; M.Ed., Ph.D., Cornell University

Professor Emeritus John R. Eichorn, B.S., Salem State Teachers College; M.Ed., E.Ed., Boston University

Professor Francis J. Kelly, A.B., Boston College; A.M., Columbia University; D.Ed., Harvard University

Professor William K. Kilpatrick, B.S., Holy Cross College; A.M., Harvard University; Ph.D., Purdue University

Professor Mary T. Kinnane, A.B., H.Dip.Ed., Liverpool University; A.M., University of Kansas; Ph.D., Boston College

Professor George T. Ladd, B.S., State University College at Oswego, New York; M.A.T., D.Ed., Indiana University

Professor Pierre D. Lambert, B.S., M.Ed., Boston College; Ph.D., State University of Iowa

Professor George F. Madaus, B.S., College of the Holy Cross; M.Ed., State College of Worcester; D.Ed., Boston College

Professor Vincent C. Nuccio, A.B., Boston College; M.E., D.Ed., Cornell University

Professor Ronald L. Nuttall, A.B., A.M., Ph.D., Harvard University

Professor Edward J. Power, A.B., St. John's University (Minnesota); Ph.D., University of Notre Dame

Professor Lester E. Przewlocki, A.B., M.A., DePaul University; Ph.D., University of Chicago

Professor John Savage, A.B., Iona College; Ed.D., Boston University

Professor John F. Travers, Jr., B.S., M.Ed., Ph.D., Boston College

Associate Professor Mary M. Brabeck, B.A., University of Minnesota; M.S., St. Cloud State University; Ph.D., University of Minnesota
Associate Professor Lillian Buckley, B.S., Framingham State College; Ed.M., Ed. D., Boston University

Associate Professor M. Beth Casey, A.B., University of Michigan; A.M., Ph.D., Brown University

Associate Professor James J. Cremins, A.B., A.M., Ph.D., University of Connecticut

Associate Professor Mary D. Griffin, B.A., Mundelein; M.A., Ph.D., University of Chicago

Associate Professor Walter M. Haney, B.S., Michigan State University; Ed.M., Ed.D., Harvard University

Associate Professor Irving Hurwitz, A.B., Ph.D., Clark University

Associate Professor Richard M. Jackson, A.B., American International College; Ed.M., Harvard University; Ed.D., Columbia University

Associate Professor John A. Jensen, A.B., Cornell University; A.M., Ed.D., University of Rochester

Associate Professor Joan C. Jones, B.S., Northwest Missouri State Teachers College; M.Ed., University of Missouri; Ed.D., Boston University

Associate Professor John B. Junkala, B.S., State College of Fitchburg; M.Ed., Boston University; D.Ed., Syracuse University

Associate Professor Raymond J. Martin, A.B., Iowa State Teachers College; M.A., Ph.D., State University of Iowa

Associate Professor Jean Mooney, A.B., Smith College; A.M., Stanford University; Ph.D., Boston College

Associate Professor Bernard A. O'Brien, A.B., Boston College; A.M., Ph.D., Catholic University of America

Associate Professor and Associate Dean Alec F. Peck, B.A., University of San Francisco; M.S., Ph.D., Pennsylvania State University

Associate Professor Fred J. Pula, A.B., M.B.A., M.Ed., University of Massachusetts; Ed.D., Boston University

Associate Professor Michael Schiro, B.S., Tufts University; M.A.T., D.Ed., Harvard University

Associate Professor Charles F. Smith, Jr., B.S.Ed., Bowling Green State University; M.S., Kent State University; C.A.S., Harvard University; Ed.D., Michigan State University

Associate Professor Edward B. Smith, A.B., M.A., Loyola University; Ph.D., University of Chicago

Associate Professor Kenneth W. Wegner, B.S., M.Ed., Ed.D., University of Kansas

Associate Professor Elizabeth R. Welfel, A.B., Emmanuel College; A.M., Ph.D., University of Minnesota

Assistant Professor Kilburn E. Culley, A.B., Tufts University; Ed.M., Boston University; Ph.D., Boston College

Adjunct Assistant Professor Philip DiMattia, B.S., M.Ed., Ph.D., Boston College

Assistant Professor Joseph Duffy, S.J., A.B., A.M., Boston College; S.T.L., Weston College; M.S.Ed., Ph.D., Fordham University

Assistant Professor Larry Ludlow, B.A., M.A., California State University; Ph.D., University of Chicago

Assistant Professor Theresa Powell, Diploma, Posse School of Physical Education; B.S., Ed.D., Boston University

Assistant Professor Voncile White, B.A., M.A.T., Manhattanville College; Ed.D., Boston University

Lecturer Thomas Ciesielski, B.S., Central Connecticut State University; M.S., Florida State University

Program Description

The Department of Education, through its four major divisions of study, offers the M.Ed., M.A., M.A.T.-M.S.T., C.A.E.S., D.Ed. and Ph.D. degrees. Graduate programs serve a dual purpose: 1) research—preparing students in a research-based knowledge of education with specialized competence in the evaluation of educational innovations and in basic quantitative research methodology; 2) educational practice—preparing students to apply knowledge in history and philosophy, administration, counseling and educational psychology, curriculum and special education to practice in both academic and nonacademic settings.

Department Programs and Requirements

Master of Education Degree:

The Master of Education is given in the fields of Educational Psychology, Educational Technology, Elementary Education, Counseling, Administration and Supervision, Reading, Religious Education, Early Childhood Education, Special Education, and Educational Research, Measurement and Evaluation.

ED 500, History of American Education, is recommended for those who have had no course work in the history of American education. Each student is required to pass a com-

prehensive examination upon conclusion of course work.

All courses in the three hundred sequence (ED 300–399) are open to undergraduates.

Master of Arts in Teaching and Master of Science in Teaching Degrees:

The M.A.T./M.S.T. degree programs are designed for liberal arts graduates who wish to prepare for teaching in the secondary school, for experienced teachers in secondary schools, and for recent college graduates already prepared to teach at the secondary level. Programs are described under the section dealing with Secondary Education.

These programs may accommodate those students interested in seeking certification for middle school teacher.

Master of Arts Degree:

The Master of Arts degree is given in the areas of Philosophy of Education, Counseling Psychology, Higher Education, Human Development and Rehabilitation Teacher.

Certificate of Advanced Educational Specialization (C.A.E.S.):

Students who complete a directed program of courses and/or research amounting to a minimum of 30 semester hours beyond the Master's degree are eligible to receive the C.A.E.S. Specific programs for the Certificate have been designed in Administration and Supervision, Religious Education, Counseling, Special Education, Measurement, Evaluation and Research, and School Psychology. Certificate programs tailored to the requirements of individual students may be arranged in other areas. Each student in the C.A.E.S. program is required to pass a comprehensive examination upon conclusion of course work.

Doctor of Philosophy and Doctor of Education Degrees:

A formal doctoral program of study is defined as a minimum of 84 graduate course credits earned subsequent to receipt of the Bachelor's degree. Students possessing a Master's degree at the time of their admission to doctoral studies may be permitted to transfer up to thirty graduate course credits to their doctoral program. No more than six additional graduate course credits earned prior to admission to a doctoral program may be transferred.

Upon admission to a doctoral program, the doctoral student will be assigned a temporary advisor. During the first semester of doctoral studies the student will be assigned an academic advisor.

The doctoral program of studies will be designed by the student in consultation with his or her advisor. A major field of concentration consisting of at least 30 graduate course credits must be included in the program. One or two minor fields of concentration may be included, at least 9–12 graduate course credits being necessary to constitute a minor.

Courses found under "Foundations" on the Doctoral Program of Studies Form, list the specific departmental requirements. This form may be obtained in the office of the Associate Dean for Graduate Studies, Campion 103.

Certification

Many of the programs offered by the Department have been designed to comply with current standards leading to professional certification in the State of Massachusetts. Students should realize, however, that certification is ultimately granted by the State Department of Education, and that the requirements for certification are subject to change by the state. Especially in the cases of out-of-state students, it is the responsibility of the student to ascertain whether certification will be granted by a given state following completion of a particular program.

Division of Counseling Psychology and School Psychology

Mission and Purpose: The Division of Counseling Psychology and School Psychology has as its mission the preparation of Counselors and School Psychologists at the Master and C.A.E.S. levels, and the preparation of Counseling Psychologists at the Ph.D. level for competent professional functioning in schools, universities and a variety of non-school health care delivery settings. The Ph.D. program is accredited by the American Psychological Association.

The primary focus of the ~~tri-level~~ program is on the facilitation of healthy functioning in clients and a respect for individual and cultural differences. Competencies are developed in psychological theories of personality and behavior, human development, counseling strategies and career development. Theoretical concepts are integrated with supervised practice through field placements and varied instructional approaches.

The two-year Master's degree program prepares counselors for entry level positions in schools and non-school settings. ~~The C.A.E.S. program in Counseling provides additional professional preparation to complete identified gaps in professional functioning.~~ The thrust in these programs is essentially a pro-active stance: working with basically healthy individuals to prevent serious problems, together with developing an ability to recognize problems and refer individuals with serious difficulties to appropriate facilities.

The C.A.E.S. program in School Psychology has as its purpose the preparation of certified school psychologists. The program stresses a variety of psycho-educational assessment and intervention strategies for children with special needs.

The doctoral program through advanced coursework and supervised internships builds on prior graduate training and professional experience to achieve the following competencies: ability to comprehend and critically analyze current literature in the field; understanding of major theoretical frameworks for counseling, personality and career development; skills to combine research and scientific inquiry; knowledge and practice of a variety of assessment techniques; ability to provide supervision, consultation and out-reach; and demonstrated competencies with a variety of individual and group counseling approaches in supervised internships. The doctoral program is designed to meet eligibility requirements for licensure as a psychologist, and to help develop a commitment on the part of the student to

the ethical and legal standards of the profession, including sensitivity to individual, gender and cultural differences.

Details of the available graduate programs in this Division are provided in the descriptions which follow.

Counseling, School Psychology and Counseling Psychology

Boston College offers a Master of Education in Counseling and a Master of Arts in Counseling. Both programs follow professional standards recommended by the American Association for Counseling and Development. The Master of Education in Counseling is designed to meet current certification requirements for school counselors of the Massachusetts Department of Education. Students are advised that certification requirements, because they are set by the state, are subject to change. Incoming Master's degree students may begin their program in September, or Summer Session. The deadline for completed applications for the M.A. or M.Ed. programs in Counseling is March 1st.

Prerequisites for enrollment in the Master of Education and/or Master of Arts program in Counseling consist of evidence of undergraduate preparation in personality theory, research methods and basic statistics, and developmental psychology. Students who have not met the prerequisites will be expected to choose appropriate electives in their Master's program to fulfill these requirements.

Master of Education in Counseling

M.Ed. students should follow one of the two programs listed below which satisfy provisional state requirements. The M.Ed. programs contain a common core of counseling courses but permit selection of recommended courses for professional preparation for working either in grades N-9 or Grades 5-12. Each of the professional courses is accompanied by pre-practicum laboratory experience.

The Department of Education requires that all students take three courses outside their major area as part of their Master of Education program. The Division of Counseling recommends these three be in Educational Psychology, Special Education and Research and Measurement.

Two semesters of counseling practicum with a minimum of 200 clock hours per semester in a regular school setting is required by the Division of Counseling. This also satisfies state certification requirements in Massachusetts. Practicum usually requires at least two days per week during regular school hours. Any student unable to meet this requirement *should not apply* to this program. There can be no exceptions. Students must sign up for practicum by November 1st or April 1st of the semester preceding such enrollment. Any student signing up who does not enroll for that practicum must wait one year before being eligible again.

Students wishing to be counselors in public schools must assume responsibility for determining the teacher-counselor certification requirements of the state in which they want to be certified.

Master of Education in Counseling Children (Grades N-9)

Requirements:

- ED 440 Principles and Techniques of Counseling
- ED 443 Counseling and Group Process with Children
- ED 444 Comparative Personality Theories
- ED 445 Clinical Child Psychology
- ED 448 Career Development
- ED 460 Interpretation and Evaluation of Educational Research
- ED 464 Individual Intelligence Testing
- ED 641 Behavior Disorders in Childhood and Adolescence
- ED 643 Practicum in School Counseling N-9 (fall and spring semesters)

Plus two electives

Master of Education in Counseling Adolescents (Grades 5-12)

Requirements:

- ED 440 Principles and Techniques of Counseling
- ED 444 Comparative Personality Theories
- ED 446 Counseling Theory and Process
- ED 448 Career Development
- ED 460 Interpretation and Evaluation of Educational Research
- ED 465 Group Psychological Tests
- ED 544 Issues in Adolescent Psychopathology
- ED 644 Practicum in School Counseling 5-12 (fall and spring semesters)

Plus three electives which satisfy departmental and/or divisional requirements.

Master of Arts in Counseling

A Master of Arts degree in Counseling is a two-year program designed for candidates who wish to work in non-school settings. The first year of the M.A. program is devoted to course work. The second year includes a full year half-time practicum placement and the completion of remaining academic requirements. Candidates will follow one of the programs listed below.

Note: Since the M.A. candidate will not have a practicum in a comprehensive K-12 school system, completion of this M.A. program does NOT currently qualify a student for certification as a school counselor in Massachusetts.

Master of Arts in Counseling Children and Adolescents

Requirements:

- ED 440 Principles and Techniques of Counseling
- ED 443 Counseling and Group Process with Children
- ED 444 Comparative Personality Theories
- ED 445 Clinical Child Psychology
- ED 448 Career Development
- ED 460 Interpretation and Evaluation of Educational Research
- ED 464 Individual Intelligence Tests
- ED 641 Behavior Disorders in Childhood and Adolescence
- ED 642 Introduction to Play Therapy
- ED 648 Practicum in Counseling Children
- ED 748 Intermediate Practicum: Children

Plus one elective

Master of Arts in Counseling Adolescents and Adults

Requirements:

- ED 440 Principles and Techniques of Counseling
- ED 444 Comparative Personality Theories
- ED 446 Counseling Theory and Process
- ED 448 Career Development
- ED 460 Interpretation and Evaluation of Educational Research
- ED 465 Group Psychological Tests
- ED 549 Psychopathology
- ED 646 Practicum in Counseling Adolescents and Adults
- ED 746 Intermediate Practicum: Adolescents and Adults

Plus three electives, which may be chosen from the areas of statistics, history of psychology, and the biological, cognitive, affective, and social bases of behavior.

Master of Arts in Early Childhood: Counseling and Child Development

Students may obtain a Master of Arts degree in this program, which is under the joint auspices of the Counseling Psychology and Early Childhood Programs. The program is designed for those interested in gaining a greater understanding of emotional growth in the young child and developing skills in early identification and prevention of emotional problems. Graduates of this program will have opportunities for teaching in therapeutic classrooms, working in mental health centers, consulting with day care centers and nursery schools, serving on multidisciplinary teams, and working with parents. Students will be required to do a practicum for two semesters, which will involve a commitment of at least two days per week for a full year in one placement.

The following courses will be required:

- ED 316 Seminar and Methods in Early Education
- ED 413 Early Childhood Models and Issues
- ED 416 Child Psychology
- ED 445 Clinical Child Psychology
- ED 513 Early Detection of Emotional Disturbance in Infants and Toddlers
- ED 567 Assessment of Pre-School Children
- ED 611 Development and Learning in Infants and Young Children
- ED 642 Introduction to Play Therapy
- ED 648 Practicum in Counseling Children
- ED 748 Intermediate Counseling Practicum-Children
- SW 865 Family Therapy
- or
- ED 310 Family, School, and Community Relations

Certificate of Advanced Educational Specialization in Counseling

The Certificate of Advanced Educational Specialization (C.A.E.S.) is a permanent part-time program designed to complete the professional preparation needed by counselors beyond the Master's degree. It is intended for persons who are working full time as counselors, and has no residency requirement. Doctoral students may *not* elect to substitute the C.A.E.S. Similarly, acceptance to the C.A.E.S. program does *not* imply acceptability to a doctoral program.

Applicants to the C.A.E.S. program must have completed the equivalent of a Master's

degree in counseling and two to three years of continuing successful professional experience in the field. The C.A.E.S. candidate must complete 30 semester hours of advanced graduate level coursework (ordinarily those courses numbered 600 through 900). The C.A.E.S. program is flexible and may be tailored to the needs of counselors working at all levels in education or non-education employment. However, the C.A.E.S. candidate must:

- 1. Complete at least one post-Master's level practicum
- 2. Demonstrate competency in statistics and measurement
- 3. Select at least 18 semester hours of counseling courses (exclusive of testing and assessment courses)
- 4. Select remaining coursework in a related area
- 5. Pass a comprehensive examination at the end of coursework

Note: This program does not prepare for certification as a school psychologist. Those interested in school psychology should consult that heading.

Certificate of Advanced Educational Specialization in School Psychology

Boston College offers a school psychology program leading to the M.Ed. and C.A.E.S. The program is designed to satisfy current certification requirements for School Psychologists of the Massachusetts Department of Education and standards recommended by the National Association of School Psychologists. Students are advised that certification requirements, because they are set by the state, are subject to change. Upon successful completion of the first 36 hours of graduate credit the student may receive an M.Ed. degree. However, the M.Ed. does not satisfy State or University certification requirements for School Psychologists. The remaining 30 hours of specialized study and field work must be completed successfully before the C.A.E.S. in School Psychology will be awarded (a total of 66 graduate credit hours).

Four semesters of practicum are required for school psychology certification. Each semester of practicum must represent a minimum of 200 clock hours in placement (two full days per week). Three semesters must be in a K-12 school system, the remaining one may be in a school, clinic or hospital where children with learning or emotional problems between the ages of 3–21 are served.

The 66 hours of the program *must* be in the following areas:

- | | |
|---|--------|
| 1. Educational Foundations | 12 hrs |
| 2. Psychological Foundations | 15 hrs |
| 3. Assessment, Prescriptive and Intervention Strategies | 27 hrs |
| 4. Supervised Field Experience | 12 hrs |

Ph. D. Program in Counseling Psychology (APA accredited)

Doctoral applicants are required to have a Master's degree in Counseling Psychology or a related field with a completed core program commensurate to our Master's counseling sequence including a minimum of 400 clock hours of counseling practicum. In addition, the preferred doctoral applicant in most cases has two to three years of successful post-master's degree professional field experience. The

doctoral program (Ph.D.) in Counseling Psychology is accredited by the American Psychological Association and is designed to qualify candidates for membership in that organization and Division 17 (Counseling Psychology). The program provides the professional pre-doctoral *educational* requirements for licensure as a counseling psychologist in the Commonwealth of Massachusetts and for inclusion in the National Register of Health Care Providers. However, licensure requirements in Massachusetts include an additional year of post-doctoral supervised experience. The deadline for completed applications for fall admission in Counseling Psychology is February 1 of that year. Admission decisions are made by April 15.

Admission to the doctoral program presumes the completion of requirements for the M.A. or M.Ed. degree in Counseling. The entering doctoral student who has not completed all of the requirements for the M.A. or M.Ed. in Counseling listed under those headings above must complete them during the initial year of enrollment in the doctoral program. Decisions regarding this aspect of the student's coursework will be based on a review of the student's background by the assigned advisor.

Once admitted, doctoral students are required to complete courses in each of the following broad areas which fulfill the basic professional training standards:

- Scientific and Professional Ethics and Standards
- Research Design and Methodology
- Statistical Methods
- Psychological Measurement
- History and Systems of Psychology
- Biological Bases of Behavior
- Cognitive-Affective Bases of Behavior
- Social Bases of Behavior
- Individual Differences
- Professional Specialization
- Practicum and Internship

Departmental requirements for the Ph.D. also include passing computer-related competencies and doctoral comprehensive examinations at the end of coursework, and the successful defense of a dissertation.

Division of Educational Foundations

Mission and Purpose: The Division of Educational Foundations represents a consolidation of the resources and responsibilities in the areas of (1) educational and developmental psychology, (2) history and philosophy of education, and (3) educational research, measurement and evaluation. The broad mission of the Division is to study, expand and disseminate at the undergraduate and graduate levels, past and current empirical and philosophical knowledge of human development and learning, and to assess the effects of interventions designed to promote that development in formal and informal educational settings.

The Division has an integral relationship to the undergraduate programs in the School of Education. It has responsibility for the two programs, Early Childhood Education and Human Development, which have a strong developmental orientation and for the program in Computer Usage in Education. It also offers the basic courses in the history and philosophy of education; educational, child and adolescent

psychology and development; and educational measurement and computer applications.

The Division's instructional responsibilities at the graduate level are twofold: one is to provide for graduate students in the Division of Counseling Psychology, the Division of Curriculum, Instruction and Administration, and the Division of Special Education and Rehabilitation those courses which are prescribed for them in the areas of educational history and philosophy, educational and developmental psychology, statistics, measurement and research methodology.

The other responsibility of the Division in the Graduate School is to offer M.A., M.Ed., C.A.E.S., D.Ed., and Ph.D. programs for students who wish to specialize in an area within the competence and resources of the faculty of the Division, or in an area in which the offerings of this Division can be combined with those of another Division or Department to produce a program of substance and high quality.

Details of the available graduate programs in this Division are provided in the descriptions which follow.

Developmental and Educational Psychology

Five degrees are offered: the M.Ed. in Educational Psychology, the M.A. in Human Development, the C.A.E.S. in either of these fields, and the Ph.D. in Developmental and Educational Psychology.

Master's Program in Educational Psychology

Coordinator: *John Dacey*

Candidates for the M.Ed. in this program are prepared to serve as educational instructors, researchers and consultants in school systems, prisons, hospitals, social agencies, publishing houses, and industry. They sometimes serve in schools as in-service leaders, with a portion of their teaching assignment reduced. Students also have the option to take a combined program in Educational Psychology/Early Childhood.

Requirements:

- | | |
|--------|---|
| ED 311 | Educational Psychology or |
| ED 414 | Learning, Learning Theory and Development |
| ED 315 | Psychology of Adolescence |
| ED 402 | Modern Educational Thought or |
| ED 403 | Philosophy of Education |
| ED 412 | Abnormal Psychology |
| ED 416 | Child Psychology |
| ED 460 | Interpretation and Evaluation of Educational Research |
| ED 468 | Statistics I |

Three electives (suggested: ED 317, 319, 373, 382, 383, 392, 424, 464, 466, 499, 579).

Master's Program in Human Development

Coordinator: *John Dacey*

The Master of Arts degree in Human Development is designed to provide basic skills and the theoretical foundation for inquiry into the factors affecting individual change and continuity throughout the life span. The curriculum focuses on the unique characteristics, crises, and developmental tasks of people at

specific periods in their lives. This includes the social, affective, biological, and cognitive factors that affect development. The program is designed for those pursuing knowledge of theory and research in the area of life-span development and for those practitioners (counselors, nurses, personnel specialists, teachers, social workers) seeking a greater understanding of the population they serve. The program does not lead to licensure or to certification. Those possessing the degree should be able to enter a number of developmentally oriented fields; i.e., child care centers, residential care centers, prison and corrections work, alternative schools, childrens' museums and parks, adult and industrial educational facilities, environmental education, governmental offices, hospitals, and specialized media and advertising.

Required Courses:

- ED 414 Learning, Learning Theory and Development
ED 460 Interpretation and Evaluation of Educational Research

And *one* of the following:

- ED 412 Abnormal Psychology
or
ED 513 Early Detection of Emotional Disturbances in Infants and Toddlers

And *three* of the following:

- ED 611 Development and Learning in Infants and Preschoolers
ED 416 Child Psychology
ED 315 The Psychology of Adolescence
ED 317 Gerontology
ED 417 Adult Psychology

There are only 6 required courses (18 credits) for the major. The remaining 4 courses (12 credits) are electives and may be chosen from Education, Management, Counseling Psychology, Psychology, Social Work or Philosophy. The program is designed to maintain maximum flexibility to suit individual needs. Students work closely with a faculty advisor to design their programs.

Note: A joint program in Human Development and Early Childhood is also offered. See Early Childhood Specialist option below.

Ph.D. Program in Developmental and Educational Psychology

The range of careers available to Developmental and Educational Psychology graduates with a Ph.D. is quite wide and includes careers in university teaching, research, consultation to business and school systems, positions in personnel, adult education, organizational development, governmental leadership, and work in hospitals and correctional institutions.

Requirements: Students in the Ph.D. program are expected to have fulfilled the requirements in one of the two Master's level programs described above. In addition, they must fulfill the following requirements:

- ED 611 Development and Learning in Infants and Preschoolers
or
ED 811 Seminar in Early Childhood
ED 516 Seminar in Advanced Child Psychology
or
ED 916 Seminar in Child Psychology
ED 812 Seminar in Gerontology
or

- ED 814 Seminar in Adult Psychology or
ED 817 Seminar in Adolescent Psychology
ED 917 Seminar in Life Span Development

Four courses from among the following:

- ED 515 Seminar in Moral Development
ED 740 Seminar in the Psychology of Women
ED 813 Seminar in Psychology of Parenthood and the Family
ED 818 Seminar in Personality
ED 911 Seminar in Cognitive Processes
ED 913 Seminar in Motivation
ED 910 Independent Projects and Research

Five courses in the research sequence
Three elective courses

Early Childhood Education

Coordinator: *Beth Casey*

The Early Childhood Education Program focuses on the study of the child from birth through eight years and prepares students for degrees at the Master's, C.A.E.S. and Doctoral levels. Students have the option of completing an Early Childhood degree in combination with other education programs, such as Developmental and Educational Psychology, and Counseling Psychology as described in the programs listed below. A careful combination of courses and field experience can prepare graduates for a variety of positions, such as teacher of preschool through third grade, director of daycare and early intervention programs, or member of multi-discipline teams in research, government and hospital settings. The Early Childhood Program sponsors a demonstration Piagetian-based preschool which is available to students for field experiences.

Master's Program in Early Childhood Education

Within Early Childhood students may select one of three options: Early Childhood Specialist, Early Childhood Teacher, and Early Childhood: Counseling and Child Development. The Early Childhood Teacher (kindergarten through grade three) option leads to early childhood teacher certification.

The following three core courses are required for all options in Early Childhood.

- ED 310 Family, School and Community Relations
ED 416 Child Psychology
ED 611 Development and Learning in Infants and Young Children

1. Early Childhood Specialist Option

The Early Childhood Specialist option prepares students as early childhood specialists within a variety of fields which involve working with young children. The required courses are designed to provide a strong conceptual understanding of developmental issues in general as well as a specific concentration on young children. In addition students may select electives to develop their own particular focus. Students who are interested in working with children in day care centers and nursery schools should select at least two methods courses as part of their program (ED 521, 316, 430 or 520).

In addition to the core courses listed above, the following are required courses for this option:

- ED 414 Learning, Learning Theory and Development
ED 417 Adult Psychology
ED 460 Interpretation and Evaluation of Educational Research

Students may select at least four of the following electives:

- ED 316 Seminar and Methods in Early Education
ED 389 Assessment of Children with Low Incidence Handicaps
ED 413 Early Childhood Models and Issues
ED 430 Exploring Science and Social Studies
ED 494 Language Acquisition
ED 513 Early Detection of Emotional Disturbance in Infants and Toddlers
ED 520 Elementary and Early Childhood Mathematics Models
ED 567 Assessment of Preschool Children
ED 642 Introduction to Play Therapy
ED 649 Practicum in Play Therapy
ED 661 Seminar on Infant Assessment

2. The Early Childhood Teacher Option

(Preschool to Grade 3)

The Early Childhood Teacher option is appropriate for those students without elementary school certification who wish to be prepared to teach normal and mildly handicapped children in regular settings, kindergarten through third grade. Students who wish to be prepared for teaching children in first through sixth grade should select the elementary education program.

All students are required to complete a total of 38 credits. These courses include foundations courses (ED 414, ED 416, ED 611), a special education course dealing specifically with young children with special needs (ED 485), methods courses (ED 521, ED 413, ED 430, ED 520) including one which incorporates a field-based prepracticum (ED 316), two field-based prepractica (ED 429), 6 credits of student teaching (ED 419), and a course on family-school relations (ED 310). Below are listed the titles of the required courses in addition to the core courses listed above:

- ED 316* Seminar and Methods in Early Education
ED 521 Developmental Reading
ED 413 Early Childhood Models and Issues
ED 414 Learning, Learning Theory and Development
ED 419 Student Teaching—Early Childhood (6 credits)
ED 429* Graduate Field Lab (2 credits)
ED 430 Exploring Science and Social Studies
ED 485 Individuals with Learning and Behavior Problems
ED 520 Elementary and Early Childhood Mathematics Methods

*Note: For the two practica, students may take their field placement at the preschool through third grade levels. At least 3 methods courses must be taken in conjunction with the field-based prepracticum.

3. Early Childhood: Counseling and Child Development Option

See the Counseling Division section for details on this program.

Ph.D. in Early Childhood Education

This program involves a concentration within the Developmental and Educational Psychology Program. See the description of that program for details of requirements. Within the requirements listed for the Ph.D. in Developmental and Educational Psychology, a program that focuses upon the young child may be designed.

Educational Research, Measurement and Evaluation

Coordinator: *Peter W. Airasian*

The program in Educational Research, Measurement and Evaluation is designed to prepare researchers with specialized competence in the evaluation of educational programs and in basic quantitative research methodology for the social sciences and human services. Graduates of the program are qualified for academic positions in university departments of education and social sciences. They are also qualified for research positions in universities, foundations, local education agencies, state and regional educational organizations, and in research and development centers.

M.Ed. Program

A minimum of 30 semester hours and satisfactory performance on a comprehensive examination are required for the M.Ed. degree. There is no thesis requirement.

Core requirements:

- ED 460 Interpretation and Evaluation of Educational Research
- ED 468 Statistics I
- ED 469 Intermediate Statistics

At least three of the following should be taken:

- ED 462 Construction of Achievement Tests
- ED 466 Models of Curriculum and Program Evaluation
- ED 467 Practical Aspects of Curriculum and Program Evaluation
- ED 560 Issues in Testing
- ED 561 Evaluation and Public Policy
- ED 565 Quantitative Data Collection Methods

The M.Ed. student will also generally take at least one course in Educational Psychology and one in Philosophy or History of Education.

Ph.D. Program

This program prepares researchers with specialized competence in the evaluation of educational innovations and in basic quantitative social science research methodology. A minimum of 54 credits beyond the M.Ed. is required. Emphasis is on the application of research design and statistical methods in making measurements and drawing inferences about educational and social science problems, with special attention given to methods of data collection and analysis of data. Training and experience is provided in the use of computers in statistical analysis and model development. Knowledge of a computer language is gained by all students.

Students are expected to develop a basic understanding of modern techniques of test construction and evaluation, design of research and experiments, univariate and multivariate statistical analysis of data, and psychometric theory.

Care is taken to design programs of study and experience according to the individual student's needs, interests and goals.

Students may have a minor, or a joint program, in Educational Psychology, Special Education, Computer Science and Management, Educational Administration, or other areas.

Requirements: In addition to the courses required for the M.Ed. in Educational Research, Measurement and Evaluation, the following core courses will normally be included in each program:

- ED 660 Simulation Models in Behavioral Research
- ED 664 Design of Experiments
- ED 667 Introduction to Multivariate Statistical Analysis
- ED 668 Topics in Multivariate Statistical Analysis
- ED 669 Psychometric Theory
- ED 829 Design of Research
- ED 851 Qualitative Research Methodologies
- ED 860 Survey Methods in Social and Educational Research
- ED 861 Construction of Attitude and Opinion Questionnaires

An internship in Educational Research may be included in a student's program; this consists of a half-time assignment to a school system, social agency, or on-campus research or evaluation agency involved in curriculum experimentation, change, evaluation or social science research. Supervision of the internship is provided by professors of Educational Research.

Applicants are required to submit: (1) evidence of superior academic achievement as indicated by graduate and/or undergraduate transcripts; (2) two letters of recommendation; (3) scores on the aptitude tests of the Graduate Record Examination and the Miller Analogies Test; (4) a letter stating the applicant's reasons for desiring to pursue a Ph.D. degree in Educational Research, Measurement and Evaluation. Where possible, a personal interview with Educational Research faculty is preferable to the letter. In addition, applicants should possess a high level of interest in quantitative analysis and a strong desire for a professional career in educational research.

Educational Technology Program

Coordinator: *Walter M. Haney*

The Educational Technology Program aims at providing students with the skills and knowledge which will allow them to lead in the application of new and increasingly powerful technologies in schools and in other educational settings. The goal of the Program is to provide advanced education for teachers, educational administrators and others who wish to work in the development, application and administration of computers and other technologies for the improvement of education.

The Program offers two degrees: an M.Ed. through a 36 semester-hour course of study; and for those already possessing a Master's degree in education, a Certificate of Advanced Educational Studies (C.A.E.S.) degree through a 30 semester-hour course of study. Students may also study educational technology on a special student, non-degree basis. Degree programs may be pursued on a full- or part-time basis. Full-time students can complete the M.Ed. course of study in one full year of

study, that is, one academic year and one summer.

Students in the Program are introduced to a wide range of educational technologies, and to the educational applications of computers in particular. They learn about educational television and projection/audio equipment and their fruitful application—as well as their limitations. They study different educational applications of computers and the design and evaluations of instructional materials. They also have the opportunity to specialize in areas such as technology for the handicapped, management uses of computers, or computer authoring languages. As a normal part of the program, students undertake a practicum in which they work part-time for one semester on an educational computing or other technologically-oriented project in a school or high-tech firm in the Boston area.

In the Ed Tech Program, students have access to a wide range of technological resources at the University—including three microcomputer laboratories, large computers such as Digital Equipment Corporation VAX machines, and extensive audio/visual equipment. In addition Boston College has an agreement with a major computer manufacturer which provides B.C. students with special discounts in purchasing a new model microcomputer for their personal use.

The Ed Tech Program encompasses both core and elective courses. For the M.Ed. degree, students take eight of the following twelve core courses:

- ED 363 Introduction to Pascal
- ED 368 Introduction to LOGO for Educators
- ED 424 Media and Educational Technology
- ED 460 Interpretation and Evaluation of Educational Research
- ED 461 Introduction to Computer Programming using BASIC
- ED 480 Technology for the Handicapped
- ED 550 Management Uses of Computers in Education
- ED 569 Expectations and Evidence for Educational Technology
- ED 624 Design and Preparation of Materials for Educational Technology
- ED 628 Software: Evaluation, Selection, and Use
- ED 666 Courseware Authoring
- ED 724 Practicum in Educational Technology

In addition, students may take a variety of other courses, including:

- ED 414 Learning, Learning Theory, and Development
- ED 421 Theories of Instruction
- ED 524 Selection, Evaluation and Utilization of Media Materials
- ED 607 Technology and Research in Transition, Employment, and Rehabilitation
- ED 625 Managing Emerging Technologies
- ED 720 Curriculum Theory

Other electives students in the Ed Tech Program may choose are courses in special curriculum areas, educational research, and statistics. Students may also take courses in the Department of Computer Science and the School of Management. Students may, with the approval of the Program Coordinator, select optional elective courses in lieu of core courses if they

can demonstrate competence in content areas of core courses.

Division of Curriculum, Instruction and Administration

Mission and Purpose: The Division of Curriculum, Instruction and Administration has responsibility for all programs in curriculum, instruction, administration and supervision within the Department of Education.

The mission of this division at the graduate level is to prepare outstanding professionals for educational roles in schools, colleges, community, and organizational settings. The emphasis is a pragmatic, relevant, and scholarly approach to the preparation of educators. To achieve these goals rigorous programs have been designed to combine theory and research with contemporary educational practice.

The Division of Curriculum, Instruction and Administration offers three different types of degrees: Master's degrees (M.Ed., M.A.T., M.S.T., and M.A.); Certificates of Advanced Educational Specialization (C.A.E.S.); and Doctoral degrees (Ph.D. and Ed.D.) Student programs are individualized under the guidance of an advisor, with special consideration given to each student's career goals and any certification requirements that might exist for the position for which the student is preparing.

Details of the available graduate programs in this Division are provided in the descriptions which follow.

Certification

Boston College offers certification programs at the Master's, C.A.E.S. and Doctoral levels. Courses leading to application for certification may be pursued as a degree candidate or as a special student not enrolled in a degree program. In any case, students seeking certification should plan carefully in consultation with the specific coordinator to be sure that they take the appropriate courses because degree requirements and certification requirements may differ. Following is a list of certification areas and the faculty coordinator for each.

Elementary Education	John F. Savage
Secondary School Education	Kilburn E. Culley
Consulting Teacher of Reading	John F. Savage
Supervisor/Director	Raymond Martin
School Principal	Raymond Martin
School Business Administrator	Vincent Nuccio
Superintendent/Asst. Supt.	Vincent Nuccio

Areas of Concentration

The programs and courses address three broad areas of educational endeavor: 1) elementary and secondary schooling, 2) higher education, and 3) training and development in other organizations (including community, social service, business and industry, medical and allied health fields, and government services).

1. Elementary and Secondary Schooling:

This area is designed for those interested in the education of children and adolescents in public and private elementary and secondary schools. Boston College has earned a wide reputation for preparing outstanding teachers and school administrators in the theoretical and

practical aspects of their fields. The Catholic School Leadership program offers a special program for administrators who desire to further their spiritual and professional growth.

2. Higher Education:

Here students prepare for positions in colleges or universities, junior or community colleges, technical institutes, and other post-secondary educational institutions. Future teachers and administrators in higher education choose this program as an opportunity to conduct research and to practice the skills necessary for expertise at that level. Many candidates are preparing for a wide range of administrative positions, including work within offices of:

- presidents and vice-presidents
- deans of academic and student affairs
- registrar, admissions and financial aid
- student development and residence life
- alumna and public relations

3. Training and Development in Other Organizations:

This area attracts candidates intending to educate and train adults for careers within service professions, business and industry. Different programs can be specifically designed to meet a variety of needs, ranging from programs for nursing educators to persons designing training programs within the computer industry.

Degree Programs

Master's Degree Programs in Curriculum, Instruction and Administration

This division offers Master's degrees in seven different areas. Following is a description of each; further information can be acquired by contacting the coordinator.

1. Higher Education: Administration and Student Development Master's Program

Coordinators: *Mary Griffin and Mary Kinnane*

A minimum of 30 semester hours of course work is required for the M.A. degree. These degree requirements may ordinarily be completed in 2 semesters and a summer of full-time study.

The purpose of the M.A. program is to provide preparation in Higher Education for junior administrators to be employed in the offices of college and university administrators as follows: the president, vice-president, and deans of academic and student affairs and in public administration situations; the registrar, admissions, and financial aid; student development and residence life development, alumna, and public relations. The curriculum is designed to give the student professional preparation for positions in community and junior colleges, universities, technical institutes and other post-secondary institutions. The objectives of the program are as follows:

1. To provide an understanding of the history and philosophy of institutions of higher learning, their values and goals.
2. To understand the organization, structure and function of institutions of higher education and public institutions.
3. To prepare students for a specific area in college, university and public administration.
4. To provide an understanding of student de-

velopment and the application of theory to student life.

5. To provide practical experience in an institution of higher learning or public office associated with higher education.

Required Courses:

ED 770	History and Theory of Higher Education
ED 771	Organization and Administration of Higher Education I
ED 772	Student Personnel/ Student Development Programs in Higher Education
ED 774	The Community Junior College
ED 775	Organization and Administration of Higher Education II
ED 778	Theories of Student Development
ED 975	Internship

Electives to be chosen from related areas, by advisement. Programs will be arranged on an individual basis by the program coordinator. Care is taken to design programs of study and experience according to the individual student's needs, interests and goals.

2. School Administration and Supervision Master's Program

Coordinator: *Raymond Martin*

An individual student program leading to the Master of Education degree consists of a minimum of thirty (30) graduate credit hours, which include seven required courses in Educational Administration and Supervision and three electives.

The seven courses are chosen, in consultation with one's academic advisor, from the following:

ED 450	Introduction to Educational Administration
ED 451	Personnel Administration
ED 452	School Finance
ED 453	The Elementary School Principalship
ED 454	The Middle School Principalship
ED 455	The Secondary School Principalship
ED 456	Legal Aspects of Educational Administration
ED 458	Administration and the Political Process
ED 459	Clinical Supervision
ED 523	Administrative Supervision
ED 578	Curriculum Theory

The three elective courses are usually chosen from divisional or departmental offerings. If a student is seeking certification in one of the four approved school administrative areas, a Practicum in Educational Administration and Supervision (ED 750) may be taken as an elective course.

3. Curriculum and Instruction Master's Program

Coordinator: *George Ladd*

This comprehensive Master's degree program consists of ten courses. The courses selected are those which the candidate and his or her advisor believe best fit the candidate's career needs. There is great flexibility in planning individual programs. Programs often combine two or more career interests of a candidate. For example, a candidate might combine an interest in reading instruction and computer education, business education and curriculum theory, publishing and health education, mathematics education and the gifted,

or science education and educational administration. In an age when computer education is making significant breakthroughs, this degree provides an excellent way of combining advanced study in one academic area with initial study in the instructional uses of computer technology. These degree programs do not lead to certification. They are designed for educators who see the value of an individually planned graduate program with an emphasis on curriculum and instruction. Within the context of individually planned programs, the following specializations are some of those that are offered, along with advisors for respective programs:

- Elementary School Education: John F. Savage
- Middle School Specialization: George Ladd
- Secondary School Specialization: Kilburn E. Culley
- Reading Education Specialization: John F. Savage
- Science Education Specialization: George Ladd

4. Elementary Teachers Master’s Program

Coordinator: John F. Savage

This 37-hour Master’s degree program in Elementary Education leads to Certification as an elementary teacher (Massachusetts certification, Level 2, Grades 1-6).

Students are advised that certification requirements are set by the state and are subject to change. Prerequisite for this program is a college degree with a major or minor in one of the following areas: English, social science, science, mathematics, the arts, or communication. The course of study for students normally includes:

- ED 321 Language and the Language Arts
- ED 414 Learning, Learning Theory and Development
- ED 416 Child Psychology
- ED 420 Practicum
- ED 426 Teaching Music, Art and Movement
- ED 429 Graduate Field Lab
- ED 430 Physical and Social Sciences
- ED 520 Elementary Mathematics Methods: Diagnosis and Remedial
- ED 521 Developmental Reading
- ED 579 Educational Assessment of Learning Problems

Elective courses are chosen with the approval of the Program coordinator. In the Graduate Field Lab, students spend one day a week working in an elementary classroom, under the joint supervision of a cooperating practitioner and a college supervisor. Substantially field-based courses are related to this component, which are normally taken during the fall semester.

The practicum (12 weeks of full-time teaching in the elementary classroom) is normally completed during the spring semester.

Special Education majors seeking elementary certification must make application and obtain approval for the elementary certification program from the Program Coordinator.

5. Secondary Teaching Master’s Program

Coordinator: Kilburn E. Culley

Programs have been designed for prospective secondary school teachers leading to the Master of Arts in Teaching or Master of Sci-

ence in Teaching degrees. These are interdisciplinary programs offered by the School of Education in conjunction with the Arts and Sciences departments. These programs are designed for liberal arts graduates who wish to obtain certification.

These programs combine graduate study with supervised field work, leading to certification. Requirements for the program are 15 graduate credits in the teaching subject and up to 24 credits, depending on previous experience, in Education, plus comprehensive exams in each area. Generally, the Education courses are:

- ED 311 Secondary Curriculum and Instruction
- ED 315 Psychology of Adolescence
- ED 323 Reading Instruction in the Middle and Secondary School
- ED 462 Construction of Achievement Tests
- ED 300—Secondary Subject Methods 304
- ED 429 Graduate Field Lab (2)
- ED 472 Secondary School Lab and Seminar
- ED 428 Student Teaching or Secondary Internship or 422

Approval of each student’s program by the Program Coordinator is required during the first semester. Candidates may begin study in the summer, in September, or in January, on either a full- or part-time basis.

In response to the growing need for qualified mathematics and computer science teachers at the secondary school level, the Mathematics Department and the School of Education have designed a sequence of courses which leads to the M.S.T. degree and certification. The sequence is designed for those candidates who have an aptitude for mathematics but lack an undergraduate major in this field. The sequence of courses consists of 36 credits in mathematics and 24 credits in education. The time required to complete the program will be determined by the candidate’s quantitative training and experience in an educational setting. Applicants are encouraged to contact the Secondary Coordinator for more information.

6. Graduate Reading Program

Coordinator: John F. Savage

The Graduate Reading Program consists of a series of courses and related practicum experiences designed to help classroom teachers and resource room specialists to increase knowledge and to develop competencies necessary to function as reading specialists. The Program is designed to enable candidates to meet Massachusetts certification standards for Consulting Teachers of Reading. The Program is also approved by the Interstate Certification Compact and by NCATE, and it conforms to the guidelines of the International Reading Association. Students are advised that certification requirements are set by the state and are subject to change.

The 31 credit-hour course of study normally includes:

- ED 321 Language and the Language Arts
- ED 323 Reading Instruction in the Middle and Secondary School
- ED 416 Child Psychology
- ED 429 Graduate Field Lab
- ED 521 Developmental Reading Instruction
- ED 579 Assessment of Children with Learning Problems

- ED 721 Remedial Reading Techniques
- ED 725 Reading Practicum or
- ED 726 Reading Internship
- Electives

Admission requires certification as a classroom teacher and a minimum of one year teaching experience in a position covered by that certificate.

7. Catholic School Leadership Master’s Program and C.A.E.S. Program

Coordinator: Clare Fitzgerald, S.S.N.D.

The Catholic School Leadership Program has been designed in response to an expressed need to assist Catholic School administrators in their unique role of bringing new vision to Catholic schools. The Program focus is on futuristic planning grounded in the practical aspects of administration and enlivened by the hope of the Christian message. Courses in the CSLP are offered during a five week semester (1 two-week session and 1 three-week session). Also offered are 2 or 3 academic year courses in the Fall and Spring semesters.

Practicing or prospective administrators, interested teachers, lay or religious, may obtain a Master’s Degree in Education (30 credits) or a Certificate of Advanced Educational Specialization (30 credits beyond the Master’s Degree). This program does not lead to state certification. Students may study part-time or full-time and complete the degree or certificate in a minimum of three summers. The program is tailored to meet the individual needs of the student enrolled. The CAES permits one to pursue advanced, in-depth study in the field of education while integrating it with such interests as psychology, business management, theology, and educational technology.

- Required M.Ed. Courses:
- Leadership for the Millenium
 - Spirituality of the Leader
 - Agenda for Action
 - Administration: Theory and Practice
 - School Law
 - Instructional Supervision for Administration
 - Budget and Financial Planning in Education
 - Curriculum Development

- Required C.A.E.S. Courses:
- Leadership for the Millenium
 - Spirituality of the Leader or Response to Messianic Revelation
 - Agenda to Action
 - Strategic Management of Educational Institutions
 - Public Relations and Communications
 - Educational Leadership and the Church’s Mission
 - Teacher Education: A Global Perspective

- Electives: M.Ed. and C.A.E.S. Courses:
- Ethical and Moral Dimensions of Administrative Decision Making
 - Special Education: Administrative Perspectives
 - Management Uses of Computers in Education
 - Response to Messianic Revelation
 - International Education
 - Personal Aspects of School Administrators.

Selected courses offered through the Theology Department, the Institute of Religious Education and Pastoral Ministry and the School of Management may be taken with the approval of the Coordinator.

C.A.E.S. Program in Curriculum, Instruction and Administration

The C.A.E.S. Program is designed for currently practicing educators who already have a Master's degree and who do not plan to pursue a Doctoral degree, but seek a higher degree of specialization or professional certification in an administrative field.

There is a great flexibility in planning individual C.A.E.S. Programs. The candidate and his or her advisor select the ten courses which best fit the candidate's career needs. Following are the general areas of specialization and their respective coordinators:

School Administration and Supervision
C.A.E.S.

Coordinator: *Raymond Martin*

Curriculum and Instruction C.A.E.S.

Coordinator: *George Ladd*

Catholic School Leadership C.A.E.S.

Coordinator: *Clare Fitzgerald, S.S.N.D.*

Doctoral Programs in Curriculum, Instruction and Administration

The Doctoral Programs in Curriculum, Instruction and Administration are designed for persons seeking leadership roles within a variety of educational settings, such as schools, higher education, public policy, business, hospitals or other social organizations. The programs offer candidates flexibility in selection of courses while providing them with the opportunity to develop strong leadership skills in the fields of administration, curriculum and instruction.

The programs contain four components: a core of basic required courses, an area of specialization, a practicum or internship, and a dissertation. Requirements for each component are described below.

Core

The core covers three areas: Schooling, Human Resources Management, and Research/Evaluation. Because programs of study are individually planned according to each candidate's background and goals, specific courses within these areas differ from program to program. Courses are selected in consultation with advisors. (See the catalog course descriptions.)

The purpose of the *Schooling Core* is to assist doctoral students in learning how to articulate and effectively act upon curriculum and instructional issues, evaluate curriculum and instruction practices, implement planned organizational and instructional change, obtain financial and organizational support, and help others develop innovative ideas, practices and materials. Candidates take four courses in the Schooling Core: one in *Curriculum Theory* (ED 720 or ED 578); one in *Instructional Theory* (ED 421); one in *Educational Change* (ED 819 or ED 729); and one in *Program Evaluation* (ED 460, 467 or 561).

The purpose of the *Human Resources Management Core* is to help students understand and manage human behavior. This includes enabling students to obtain an understanding of administrative and supervisory roles, the

ability to work with students in all aspects of student affairs, skills in supervising personnel, and an understanding of the legal, ethical and political ramifications of both organizational behavior and one's own behavior within an organization. In Human Resources Management, candidates take a total of four courses, *one in each of the following areas: Administration* (ED 450, 755, 771, or 871); *Personnel/Supervision* (ED 451, 459, 523, or 953); *Law/Ethics/Politics* (ED 458, 456, 878 or 956); and *Human Development/Student Affairs* (either ED 772, ED 778, ED 872, ED 653, ED 440, or a Psychology course). Specific course selection depends on each candidate's professional background and needs.

The purpose of the *Research Core* is to provide candidates with the basic research skills needed to write a dissertation. In the area of *Research Skills* (statistical, historical, qualitative), the departmental requirements must be fulfilled.

Specializations

Candidates will be expected to develop an expertise in the area in which they intend to assume leadership responsibility. Acquisition of this expertise shall include at least six additional courses in the area of specialization. Specifics of the area of specialization will be arranged between the candidate and his or her advisor, depending upon the candidate's performance, background and career goals. The six broad areas of specialization which are offered by the Division are described below.

School Administration

Admissions Advisor: *Lester Przewlocki*

This specialty is for students who aspire to leadership roles in educational administration and supervision. Specialization is offered in the areas of Supervision/Director, Principalship (N-6, 5-9, 9-12), Superintendency and School Business Manager. Programs also prepare students to work in administration and supervision position in related areas such as business, government, social agencies and other educational agencies.

Curriculum/Instruction Within Schools

Admission Advisor: *Michael Schiro*

This specialty is for people who are currently in, or who plan to assume, instructional leadership roles in public and private schools and school systems. Courses and related program experiences are planned to develop competencies necessary in the design, implementation, and evaluation of curriculum. There is a complementary emphasis on designing strategies for effective instruction. Students can pursue programs that involve developing expertise in several areas of instruction, such as Reading, Mathematics, Computers, and Science, or combinations thereof.

Higher Education Administration

Admission Advisor: *Mary Griffin*

This specialty is for people who are currently in, or who plan to assume administrative or student affairs positions in institutions of higher learning. This program includes the development of a sound theoretical and conceptual basis for understanding the governance of colleges and universities. This is succeeded by

analysis of practical problems, leading to the studies in policy development and implementation. Preparation for a wide range of administrative positions are offered, including work within the offices of: student personnel/student development, president, vice president, and deans of academic and student affairs and in public administration; registrar, admissions, and financial aid; student development and residence life development, alumni and public relations.

College Teaching

Admission Advisor: *George Ladd*

A strong minor in teaching and curriculum for persons who wish to teach in academic settings is available. Persons intending to teach at the post-secondary level develop an area of specialty. Areas of specialty include: college teaching and curriculum development; teacher education in a subject matter area; teacher development and supervision; and nursing education.

Computer-Aided Instruction and Educational Technology

Admission Advisor: *Walter Haney*

Persons specializing in computer-aided instruction and educational technology are expected to take six courses in this field with at least one course in each of the following areas: educational applications of computers, computer programming; the social role of technology; and media or audio-visual technology. They are also encouraged to take one course in a particular area of application (such as technology for the handicapped, or management or research uses of computers). In addition, students are encouraged to take a semester-long practicum.

Training and Development in Other Organizations

Admission Advisor: *Charles F. Smith, Jr.*

Persons preparing to be instructional leaders in the areas of medical and allied health field, business and industry, government services, or other related areas develop a specialty that includes taking at least six courses in the area of instructional leadership for which the candidate is preparing.

Different programs can be specifically designed to meet a variety of needs ranging from programs directed toward nursing educators to programs directed toward persons designing training programs within industry.

Professional School Administrator Program (PSAP)

Admission Advisor: *Vincent Nuccio*

The Professional School Administrator Program is a specifically designed doctoral program which leads to the Doctor of Education Degree. Experienced school administrators selected for this program meet for five half-days of the Pro-Seminar, and on the average of two full days per month during the fall and spring semesters plus eight days during the two summers over a three-year period, and spend additional time on campus for their research and individual conferences. The First Class entered the program in 1973. The Second Class entered the program in the summer of 1976. The Third Class entered the program during the summer of 1979. The Fourth Class en-

tered the program in the summer of 1982. A specialty class in Special Education Administration (PSAP V) was admitted in Summer, 1984. PSAP VI began in the summer of 1985. The next PSAP class (PSAP VII) is planned to begin in the summer of 1988.

All of the requirements of the Graduate School of Arts and Sciences and the Department of Education apply to this program including the application procedures. In using the regular application form applicants are asked to write "Professional School Administrator Program" under area of concentration. A program brochure is available upon request at the Graduate Admissions Office, Department of Education, Champion Hall, Boston College, Chestnut Hill, MA 02167.

Practicum/Internship

The Practicum/Internship is designed for those students who need on-site educational experiences in an area directly related to their specialization. Candidates expecting to receive certification or to enter a job different from the one they have been currently performing should complete a practicum/internship. The practicum/internship will involve working in a leadership role in an educational setting similar to the one the candidate wishes to enter in the future. With approval, candidates who have been or who are currently employed in a job they want to continue can complete the internship within that setting. All candidates (especially those seeking certification) must plan carefully with their advisor to insure that the necessary prerequisites leading to the practicum are completed.

Dissertation

Candidates will be expected to write a dissertation which may be empirical or non-empirical in nature.

Division of Special Education and Rehabilitation

Mission and Purpose: The mission and purpose of the Division of Special Education and Rehabilitation is the preparation of outstanding professionals at the graduate and advanced graduate levels to work with or on behalf of handicapped populations in educational, rehabilitative and residential settings in public and private facilities; and the initiation of basic and applied research to add to the knowledge base within specific disciplines. Programs are designed to offer students sound theoretical and conceptual bases for the variety of interventions and services needed to educate or rehabilitate individuals with handicaps.

Since Boston College is committed to the service of the larger community beyond the University, the Division maintains a close working relationship with numerous schools and agencies in the Greater Boston area. Notable among the affiliations are the Developmental Evaluation Clinic at Children's Medical Center, Perkins School for the Blind, Gaebler School of the Metropolitan State Hospital, South Shore Collaborative, Kennedy Memorial Hospital School and the Carroll Center for the Blind. The Division operates the Boston College Campus School for Multihandicapped Children as a response to the need for appropriate services for severely handicapped children and young adults, and as a laboratory

school for programs preparing teachers for this population. Details of the available graduate programs in the Division are provided in the descriptions which follow. Many of the programs are designed to meet current state requirements for teacher certification. These requirements are subject to change by the state. Applications for these programs are accepted throughout the year.

1. Moderate Special Needs (Learning Disabilities, Mild Retardation and Behavior Disorders)

Coordinator: Jean Mooney

This program prepares specialists who will provide direct services to children within resource rooms or substantially separate classes in public or private schools. The population they serve is generally classified as learning disabled, mildly retarded or behaviorally handicapped in other states. This program, however, is based on a cross-categorical model focused on educational need rather than category of handicapping condition. No previous teaching experience is required. Entry into the program may be at one of three levels:

Plan A: Students with no previous background in education select a sequence of courses leading to certification in Elementary Education prior to coursework in Special Education in Plan B.

Plan B: Students already certified in Elementary or Secondary Education (30 to 35 credits)

- ED 460 Interpretation & Evaluation of Education Research
- ED 485 Individuals with Learning & Behavior Problems
- ED 495 Human Development and Handicapping Conditions
- ED 579 Educational Assessment of Learning Problems
- ED 587 Remedial Strategies
- ED 589 Behavior Management Strategies
- ED 593 Introduction to Speech & Language Disorders
- ED 680 Evaluation & Guidance of Exceptional Children
- ED 721 Remedial Reading Techniques
- ED 781 Student Teaching or
- ED 696 Internship

Plan C: For students already certified in Elementary/Secondary and Special Education (30 credits). Programs are planned according to student's past experiences and career goals.

Transition/Vocation Option

The Transition Specialist Program responds to the growing needs for special educators with expertise in designing and implementing innovative transition programs for adolescents and young adults graduating from special education to adult life. The Transition Program provides students with theoretical models in transition, foundations in cooperative planning and transition strategies, practical skills in vocational assessment and curriculum design, and a comprehensive understanding of issues and practices in operating employment, residential and ancillary support programs for adults with special employment, residential and ancillary support programs for adults with special needs. This Master's program can be completed under one of the following program plans:

Plan A: Applicants currently without teacher certification in special education are required to obtain a special education certificate. This option combines certification requirements for the Moderate, Severe, Multihandicapped or Vision Studies programs with the five Transition Core Courses listed below:

Plan B: Applicants who already have certification in special education design an individualized program of study combining the Transition Core Courses with four course electives and a required internship in transition.

Core Courses:

- ED 399 Career/Vocational Strategies and Curriculum Design
- ED 606 Issues in Transition, Employment and Rehabilitation
- ED 607 Technology and Research in Transition, Employment and Rehabilitation
- ED 882 Vocational Assessment: Strategies for Adolescents and Adults with Severe Special Needs

Emotional Disturbance Option

This program will prepare specialists to work with emotionally disturbed children. It is available as a fifth year to undergraduates or for graduate students of other programs interested in working with this type of population. It leads to a Master's and may lead to certification in emotional disturbance in states which have categorical certifications. Entry may be at various levels, which will be determined by the Program Coordinator. Students will enroll in the following courses:

- ED 589 Behavior Management Strategies
- ED 440 Principles and Techniques of Counseling
- ED 445 Clinical Child Psychology
- ED 475 Advanced Behavior Management
- ED 488 Theories and Strategies for Teaching Emotionally Disturbed Students
- ED 579 Educational Assessment of Learning Problems
- ED 641 Behavior Disorders in Childhood and Adolescents
- ED 721 Remedial Reading Techniques

Practicum
Electives

Program requirements will be adjusted according to students' previous training and experience.

2. Generic Consulting Teacher

The Generic Consulting Teacher is trained to deal with educational problems across the broad range of mild to moderate handicapping conditions. Emphasis is placed on diagnostic-prescriptive teaching, curriculum adjustment and those interpersonal skills appropriate to the role of the consultant. Prerequisite to entrance into this program are a basic teaching credential and a minimum of two years of teaching experience in the area of the certificate. For experienced teachers already certified in Moderate Special Needs, adjustments are made in requirements through a test-out and waiver process.

- ED 460 Interpretation & Evaluation of Educational Research
- ED 485 Individuals with Learning & Behavior Problems

- ED 495 Human Development and Handicapping Conditions
- ED 579 Educational Assessment of Learning Problems
- ED 587 Remedial Strategies
- ED 589 Behavior Management Strategies
- ED 593 Introduction to Speech & Language Disorders
- ED 695 Human Relations in Work with the Handicapped
- ED 721 Remedial Reading Techniques
- ED 781 Student Teaching or
- ED 696 Internship

Students have the option of testing out of courses which they have acquired through previous educational experiences. Six hours of appropriate graduate credit may be transferred.

3. Severe Special Needs Program

Coordinator: *James Cremins*

The Severe Special Needs (SSN) Program at Boston College is a graduate level program which leads to a Master's degree in Special Education and prepares the student to work with the broad range of severely handicapped citizens. Both formal coursework and multiple field experiences are included in the program. Students may participate on a full- or part-time basis.

All students in the program take a series of courses which are built around competency requirements for the Massachusetts teaching credential Teacher of Children with Severe Special Needs. The following courses are included in the programs of all students:

- ED 374 Management of the Behavior of Children with Severe Special Needs
- ED 384 Severe/Multihandicapped Techniques I
- ED 389 Assessment of Children with Low Incidence Handicaps
- ED 398 Working with Families and Human Service Agencies
- ED 399 Career Vocational Strategies and Materials
- ED 460 Interpretation and Evaluation of Educational Research
- ED 475 Advanced Behavior Management
- ED 490 Severe/Multihandicapped Techniques II
- ED 495 Human Development and Handicapping Conditions
- ED 593 Introduction to Speech and Language Disorders
- ED 782 Student Teaching: Severe Special Needs

Students who have had no previous coursework in education will be required to take a pre-requisite course in Child Growth and Development as well as courses in Reading and Math.

4. Multihandicapped and Deaf/Blind Program

Boston College has a long history of preparing specialists to work with multihandicapped and deaf/blind infants, children, and youth. Graduates of this program are serving multihandicapped and deaf/blind children in a variety of roles throughout the United States and other countries. The Multihandicapped and Deaf/Blind Program leads to a M.Ed. degree or a C.A.E.S. degree (30 credit hours beyond

the M.Ed.). The focus of this program is upon children who are functioning at a pre-academic level. Practical experiences working with multihandicapped and deaf/blind children are important components of this program. Students may choose a particular focus (e.g. infant stimulation, adolescence, pre-vocational, young children, etc.). Most students enter the program at one of three levels:

Level I: Students with no previous training in special education complete the requirements for the Severe Special Needs Program and the M.Ed. degree at the end of the first year. The Multihandicapped and Deaf/Blind Program requirements are completed at the end of the second year, leading to a C.A.E.S. degree.

Level II: Students with undergraduate majors and certification in Severe Special Needs can complete a 30-hour sequence for the M.Ed. degree.

Level III: Students with M.Ed. degrees in Severe Special Needs can complete a 30-hour sequence for the C.A.E.S. degree.

Additionally, students with undergraduate study in some area of special education may enter the program. Coursework and credits leading to a M.Ed. depend upon an evaluation of previous coursework and experience.

Adjustments in course selection and sequence will be based upon previous preparation and experience. The core course sequence is as follows:

- ED 686 Communication Disorders: Multihandicapped Children
- ED 380 Functional Implications of Vision Pathology
- ED 386 Communications (Manual) II
- ED 487 Education and Rehabilitation of the Visually Handicapped
- ED 598 Introduction to Audiology
- ED 460 Interpretation and Evaluation of Educational Research
- ED 491 Practicum: Multihandicapped
- ED 492 Organization and Administration of Services for Multihandicapped and Deaf/Blind Programs
- ED 494 Language Acquisition
- ED 427 Internship in Severe Special Needs
- ED 506 Student Teaching: Multihandicapped
- ED 682 Administrative Internship: Multihandicapped Deaf/Blind
- Electives

5. Visually Handicapped Studies

Director of Projects: *Richard M. Jackson*

Since 1960 Boston College has been preparing professional personnel at the graduate level to work with blind and visually impaired individuals in home, community, school and agency settings. Over the years, a variety of preparation programs have emerged, enabling students to concentrate on one or a combination of certification areas. A diverse and highly specialized faculty provides each student with a broad exposure to the range of disciplines comprising the blindness service system as well as intensive grounding in the career path of the student's choice. The accumulated resources of the University permit the student to have direct access to the wealth of technology developed to promote ease of travel and communication for the visually handicapped.

Over the years, Boston College has developed extensive and well articulated affiliations with collateral agencies in the greater Boston

area. These afford unparalleled opportunities for students in Visually Handicapped Studies to observe, practice-teach and intern as researchers or administrators in settings where state-of-the-art practices are underway.

At the Master's level, Visually Handicapped Studies are organized to prepare professionals to work with either children or adults. At the Certificate of Advanced Educational Specialization (C.A.E.S.) level, programs prepare post-Master's professionals in supervision, administration or evaluation to function in a wide range of educational settings or a variety of rehabilitation services. The doctoral level program prepares leadership personnel in visually handicapped education with an emphasis on either research, administration, or personnel preparation.

Students enrolled in the majority of programs within the Visually Handicapped Studies alternatives receive scholarships granted to the University by the U.S. Office of Special Education and Rehabilitation Services. Since a great need exists for qualified personnel to work with the visually handicapped in all regions of the nation, federal legislation continues to make provisions for the financial support of students preparing for careers in this vital area. Research assistantships on various funded projects directed by the faculty are often available for graduate students who wish to combine their studies with remunerative participation in visually handicapped research.

Further information and application materials on awards and assistantships can be obtained by writing the Project Director. For additional sources of financial assistance, inquiries should be directed to the University's Office of Financial Aid, Lyons Hall 210.

The Project Director encourages applications from a variety of candidates who possess energy, purpose and a commitment to improving the quality of life for the visually handicapped.

All Master's students in visually handicapped studies must complete the following courses sequence:

- ED 380 Functional Implications of Vision-Pathology
- ED 486 Communication Skills for the Visually Handicapped
- ED 487 Education and Rehabilitation of the Visually Handicapped
- ED 497 Self-Help Skills for the Visually Handicapped
- ED 583 Foundations of Orientation and Mobility for the Visually Handicapped
- ED 689 Assessment and Planning with the Visually Handicapped

Program options described below will require additional coursework and field experience particular to the student's professional objectives. Further information can be obtained by writing the Project Director.

Program Options

Educator of the Visually Handicapped

Students are prepared as teachers/consultants to work with visually handicapped children and youth in a variety of educational settings. Regular classrooms, resource rooms, and special classes in public or private residential programs are examples of settings where teacher/consultants are needed to deliver direct in-

structional services and to consult with other educational personnel as well as parents.

Through academic coursework and practica experiences, students are prepared to work with totally blind or low vision children. Consideration is also given to the child with comitant handicaps. The length of the program varies with the background and level of entry of the student. Applicants lacking teaching credentials may incorporate the necessary coursework for certification into their program of studies.

Students with elementary or secondary certification pursue a 37-credit hour (approximately) program of study usually covering one summer and one academic year. For students who have an undergraduate degree in Education of the Visually Handicapped, an individually designed program may be planned to broaden and improve proficiencies in working with exceptional children. Graduates earn an M.Ed. degree and most are eligible for Massachusetts state teacher certification (current requirements) (ICC and NCATE approved).

Educator of the Visually Handicapped and Teacher of Orientation and Mobility

Students are prepared to assist visually impaired children and youth in the development of functional motor and cognitive skills related to environmental awareness and independent travel. Students are also prepared to function as teacher/consultants as described above.

In addition to completing the requirements of the Educator of the Visually Handicapped Program, students will receive extensive preparation in teaching visually handicapped children and youth to develop or re-establish the abilities of orientation and safe, independent, purposeful travel within environments appropriate to the child. Use of long cane and other travel aids as well as use of residual vision is emphasized. Orientation and mobility instruction is conducted on a one-to-one basis, not in a classroom as in the case of conventional teaching.

This is a 50-credit hour (approximately) program of study. Graduates earn an M.Ed. degree and meet current requirements for Massachusetts state teacher certification and certification by the Association for Education and Rehabilitation of the Blind and Visually Impaired (AERBVI) as instructors of orientation and mobility (peripatology).

Rehabilitation Teacher of the Visually Handicapped

Students are prepared to function as professional members of rehabilitation teams and to instruct newly and congenitally blind youth and adults in rehabilitation facilities, hospitals, educational settings, or home environments. Areas of instruction include skills of daily living, communication, and personal care.

This program consists of 40 credit hours (approximately) taken over a 12-month period and includes coursework and clinical practica. Graduates earn an M.A. degree; the program is designed to prepare students to meet current requirements for certification in Rehabilitation Teaching by the Association for Education and Rehabilitation of the Blind and Visually Impaired (AERBVI).

Rehabilitation Teacher and Orientation and Mobility Instructor

Students are prepared to teach visually handicapped youth and adults to develop or re-establish the skills of orientation and safe, independent, purposeful travel within environments appropriate to each client. Students are also prepared to teach the various skill areas described above.

In addition to completing the requirements of the Rehabilitation Teacher Program, students will receive extensive preparation in orientation and mobility. The ability to travel affects and is affected by all aspects of a person's life. Orientation and mobility instruction is conducted on a one-to-one basis, not in a classroom as in the case of conventional teaching.

This 49-credit hour (approximately) program of study includes coursework and clinical practica in both Rehabilitation Teaching and Orientation and Mobility. Graduates earn an M.A. degree; the program is designed to prepare students to meet current requirements for certification in Rehabilitation Teaching and Orientation and Mobility (peripatology) through the Association for Education and Rehabilitation of the Blind and Visually Impaired (AERBVI).

6. C.A.E.S. Program

Coordinator: *Philip DiMattia*

Boston College, through the Division of Special Education and Rehabilitation, offers graduate programs and professional development training for the major direct service, administrative and supervisory positions in special education and related special service areas.

The Certificate of Advanced Educational Specialization (C.A.E.S.) is one program whereby individuals can further enhance and develop their particular interest and professional concern in diverse areas of Special Education. Applicants for admission to the C.A.E.S. program must meet all of the specific requirements of the Graduate School of Arts and Sciences and the Department of Education. In addition, the following requirements of the division must be met:

1. be a certified or certifiable special educator with successful experience in education or in some closely related area.
2. submit a statement of career goals.

The statement of career goals should include the kinds of experiences the applicant feels Boston College can provide to help attain these career goals. It serves as a basis for program planning. The student, along with a faculty advisor, form a partnership team responsible for the stated goals. The program seeks those qualified and interested applicants who can assume responsibility for their own continued professional development. An individual student program leading to the C.A.E.S. usually consists of a minimum of thirty credits or approximately ten courses. The courses and experiences selected are those which the student and his/her advisor believe best fit developmental needs.

Those interested in pursuing the Special Education Administrator emphasis will complete eighteen hours in Special Education and twelve hours in regular administration. Competency areas required for all Special Education administrator emphasis include: Special Education Services, Program Planning, Budget and Management, Staff Development and Training,

Evaluation, Administrative Behavior, Laws and Regulations, Supervision and Curriculum Development.

For further information, write to the Program Coordinator.

7. Employment Training Specialist

Coordinator: *J. Edward Carter*

The Employment Training Specialist Program is designed to provide the student with skills and experience in the area of developing integrated employment opportunities for adults with developmental disabilities. The program is composed of 36 credits in the areas of Special Education and Rehabilitation, Strategic Planning, Management, and Economics. A supervised internship will be a central part of the curricula experience for the student. Developing competencies in human services/technology, industrial practices, and interpersonal skills will uniquely qualify the student for a position in the area of Adult Services for individuals with moderate and severe disabilities. The internship experience will be in supported employment sites conducted by the Training and Research Institute for Adults with Developmental Disabilities as well as those sites located in other community-based agencies. The primary focus will be on the development of integrated "real work" settings for the more disabled adult. The student will gain proficiencies and competencies in the areas of identifying strategies for marketing, person-environment matching, and program development.

Students will enroll in the following courses:

ED 399	Career/Vocational Strategies and Materials
ED 606	Issues in Transition, Employment, and Rehabilitation
ED 607	Technology and Research in Transition, Employment and Rehabilitation
ED 882	Vocational Assessment/Strategies for Adolescents and Adults with Severe Special Needs
ED 981	Supervised Internship: Special Education and Rehabilitation

Other Requirements:

ED 460	Interpretation and Evaluation of Education Research
MB 709	Organizational Behavior
MK 705	Marketing
SW 788	Strategic Planning

8. Doctoral Programs in Special Education and Rehabilitation

Coordinator: *John Junkala*

Applicants for the Ph.D. or the D.Ed. may specialize in Special Education or Rehabilitation. To be admitted to one of these areas of specialization at the doctoral level, applicants must have had previous professional preparation and experience in Special Education or Rehabilitation. For those accepted into the Special Education Program, the emphasis of their studies may be in a specific area such as visual studies, special education administration, or mental retardation; or in the broad area of disabilities with emphasis on research and/or teacher preparation. Students accepted into the Rehabilitation Program concentrate on supervision, administration, and/or research.

In addition to the Departmental research sequence, all students are required to complete a

doctoral core in special education consisting of the following courses:

- ED 881 Special Education Legislation and Regulation (Fall, 1986; Fall, 1988)
 ED 791 Projects in Special Education and Rehabilitation (By arrangement)
 ED 880 Contemporary Issues in Special Education (Spring, 1987; Spring, 1989)
 ED 883 Dissertation Seminar in Special Education (Spring, 1988; Spring, 1990)

For general information about admission to these programs, applicants should refer to the introduction to this section on Education (Doctor of Philosophy and Doctor of Education degrees). For specific information, contact the coordinator.

Course Offerings

ED 300 Secondary Science Methods (F: 3)

A survey of several current secondary science curricula combined with an individually chosen in-depth study of one curriculum project. Students will present demonstration lessons to the class, utilizing proven science class techniques and stressing the inquiry approach to science teaching. Substantial field work required, including experience with high school classes and logistical planning for field trips in the community.

M., 4:30–6:30

George Ladd

ED 301 Secondary History Methods (F: 3)

This course will demonstrate methods for organizing a unit, utilizing original sources, developing critical thinking, facilitating inquiry learning, integrating the social studies, and evaluation. Students will be required to develop and present sample lessons and units. Substantial field work required. ED 258 or 429 must be taken concurrently.

M., 4:30–6:30

The Department

ED 302 Secondary/Middle School English Methods (F: 3)

This course covers several topics and concerns for the teaching of English at the secondary and middle school levels. Curriculum building, unit and lesson plan construction, and the teaching of literature, writing, speaking and listening skills are among the topics covered. Unless otherwise approved, students taking ED 302 must also take ED 258 or ED 429 concurrently.

M., 4:30–6:30

Kilburn E. Culley

ED 303 Secondary Language Methods (F: 3)

A review of recent research in second-language acquisition and its application to the secondary school classroom. Emphasis is placed on techniques for developing and evaluating proficiency in listening, speaking, reading, and writing. Students will analyze available audiovisual materials (overhead transparencies, tapes, films and computer software) and learn how to integrate these ancillaries into their lesson plans.

M., 4:30–6:30

Rebecca Vallette

ED 304 Secondary Math Methods (F: 3)

This course is designed to prepare the student for teaching in the secondary school. It includes topics such as classroom procedure, preparing lesson plans, structuring tests, grading papers, and evaluation of student perfor-

mance. The responsibility of the student teacher to the cooperating teacher is covered and mathematical topics are developed. Presentation of units in mathematics is required as is substantial field work. ED 258 or 429 must be taken concurrently.

M., 4:30–6:30

The Department

ED 310 Family, School, and Community Relations (S: 3)

This course focuses on family interactions and community relations both in terms of how they influence the child and how the teacher can effectively respond to these factors. Included are discussions of the short and long term effects of divorce, single parent families, step-families, poverty and cultural differences. There will be a focus on the teacher working with parents in terms of parent education and parent involvement in school. In addition, emphasis will be placed on helping children develop a greater sensitivity to their own and other cultures through multicultural education.

M., 4:30–6:15

The Department

ED 311 Secondary Curriculum and Instruction (F, S: 3)

This course examines a range of topics concerning secondary school teaching, including philosophical perspectives; school organization and operations; designing curriculum, units, and lesson plans; relating to a diversity of students; classroom management; various methods of teaching and testing; communicating with parents and the community; understanding research in secondary education; and working and developing as a professional in cooperation with others in a professional environment.

Fall: T., 4:30

Kilburn E. Culley

Spring: W., 4:30

Kilburn E. Culley

ED 314 Psychology of Self-Control (F: 3)

An analysis of the philosophical, psychological, and sociological aspects of how we control ourselves. Such questions as "What does it mean to say *I control me?*" and "How does self-control change with age?" will be explored. Implications for educators and psychologists will also be covered.

T., 4:30–6:15

John Dacey

ED 315 The Psychology of Adolescence (S: 3)

An analysis of the psychology and problems of the adolescent years. Biological changes, value development, the influence of media, sexual identity, cultural influences, and relationships with adults will be discussed. Current philosophical and cultural trends will be examined in regard to their impact on youth. Adolescence in other cultures will be discussed in order to provide a better perspective on American youth. Accounts of adolescence from literature will be used to supplement theory.

M., 4:30–6:15

Kirk Kilpatrick

ED 316 Seminar and Methods in Early Education (S: 3)

This course focuses on the careful design and implementation of teaching strategies and curriculum in early education. Students will participate in a seminar at Boston College plus a one-day-a-week field pre-practicum. Students will have concrete experiences in developing a variety of teaching strategies and will be videotaped using these strategies. There will be a particular focus on teaching critical thinking during the early years. Workshops on curricu-

lum areas applicable to the learning environments of young children will be presented in the seminar including such areas as the arts, communication skills, health, and physical education.

Th., 5:00–6:45

Beth Casey

ED 317 Gerontology (S: 3)

The purpose of this course is to survey the theories and research pertaining to the process of aging and the effects of this process on the elderly. Topics will include biological, cultural, and social determinants, perception, psychomotor skills, learning, thinking, intelligence, employment and retirement, personality, and psychopathology.

Not offered 1988–89

ED 319 Psychology and Education of Creative People

This course will consider psychological aspects of four areas of creative activity: personality, productivity, mental processes, and physiological processes. It will combine consideration of current research and measurement studies with the research and experience of the students themselves. All age levels of creative development are included.

Not offered 1988–89

ED 321 Language and the Language Arts (S: 3)

A course that examines the nature and structure of language and how it applies to the teaching of language arts in the elementary and middle schools.

M., 4:30–6:15

John Savage

ED 323 Reading Instruction in the Middle and Secondary School (S: 3)

A course that includes principles and practices of developmental and remedial reading instruction and special needs teaching at the middle and senior high school levels. There will be particular emphasis on teaching reading in content areas. May require field-based assignments.

Th., 4:30–6:15

Kathleen Amico

ED 325 Science in the Elementary School (S: 3)

An opportunity to become actively involved with the wide number of elementary science curriculum activities and materials designed for children from 2 to 12 years of age. Open to early childhood, special education and other individuals interested in science education at the elementary level.

By arrangement

George Ladd

ED 326 Science in the Secondary School (F: 3)

Current issues, trends and innovations in science education at the secondary (7-12) level will be investigated and discussed. This course is required of all Master's, C.A.E.S., and Doctoral students with a science education emphasis in their programs.

By arrangement

George Ladd

ED 327 Teaching the Gifted (S: 3)

The course will involve an examination of outstanding teaching/learning models for the gifted, followed by individual and group activities centering on the development of strategies and materials based on a single model or an eclectically developed one.

W., 4:30–6:15

The Department

ED 328 Psychology and the Gifted (F: 3)

The course is comprised of a study of gifted people, with an emphasis on children and youth in school. Among the topics studied are: interactions and impacts of giftedness and various environments; the problems of underachievement and non-productivity; the nature of genius and high intelligence; factors contributing to the achievement of eminence in various fields; and the guidance of the gifted toward the development of their potential.

Th., 4:30–6:15

*The Department***ED 350 Legal Rights of Teachers and Students (S: 3)**

A course designed to acquaint teachers with their legal rights and the rights of students.

W., 4:30–6:15

*Lester Przewlocki***ED 355 Ethical and Moral Dimensions of Administrative Decision Making (S: 3)**

School administrators have long recognized the ethical dimensions of their decisions. They inevitably deal with a diversity of people: staff, faculty, children, parents, community agents. The course, while synthesizing the growing literature on the topic, will treat the practical aspects of the subject. Participants will be asked to bring to class some very concrete examples of the moral dilemmas they are facing daily. Offered Friday 4:30–7:30, Saturday 9:00–3:00 on Feb. 10, 11, Mar. 17, 18, Apr. 28, 29. Primarily for Catholic School Leadership Program

*James A. O'Donohoe***ED 361 History of Western Education I (F: 3)**

Beginning with classical Greek education, this course surveys the principal cultural and educational movements to the advent of the Renaissance.

Th., 4:30–6:15

*Edward Power***ED 362 History of Western Education II (S: 3)**

Beginning with fourteenth-century humanism, this course deals with the development of modern European education and, in overview, adverts to the transplantation of a European educational paradigm in colonial America. Not offered 1988–89

ED 363 Children's Literature (S: 3)

Through the use of various media and the extensive reading of children's books, this course examines folk literature, fantasy, poetry, modern fiction, historical fiction, biography, and informational books for children. Special emphasis is given to the use of children's literature in pre-school and elementary classrooms and to the development of teacher behaviors designed to evoke appropriate responses to literature.

M., 4:30–6:15

*Lillian Buckley***ED 364 Introduction to Social Psychology**

This course introduces several social psychological theories and reviews a body of literature applying social psychological principles. Among the topics which may be dealt with are attitude theory, cognitive dissonance, balance theory, small group theory, game theory, zero-sum games, social learning theory, social power and influence, networks, the concept of culture, cultural differences, group interaction, social class and race, prejudice and strategies for reducing it, and general social intervention theory.

Not offered 1988–89

ED 365 Mass Media and Education (F: 3)

Modern technology has converted the audio-visual service of old into the media centre of today. The major impact of contemporary media of communication on education, however, will probably be felt in the informal rather than the formal sector. This course will examine the roles and responsibilities of both printed and broadcast media on the total educational enterprise.

Not offered 1988–89

ED 367 Introduction to BASIC (F: 3)

An introduction to computers and their applications in education. The origins, development, and workings of computers will be reviewed. Current hardware, software, and courseware systems will be described and demonstrated. Students will develop algorithms for the solution of elementary problems and will program their solutions using the BASIC language. The course will emphasize using practical experiences with present systems, but will also explore new developments in hardware and software and their implications for education.

Th., 4:30–6:15

*John A. Jensen***ED 368 Introduction to LOGO (S: 3)**

An introduction to microcomputers and programming using the LOGO language. Intended for educators; no prerequisites. Students will have hands-on experience using Apple microcomputers and will complete a term project using the language.

W., 4:30–6:15

*The Department***ED 372 Introduction to PASCAL (S: 3)**

An introduction to computers and programming using the PASCAL language. Intended for educators. No courses are prerequisite; however, some exposure to computers is assumed. Students will develop structured algorithms for the solution of problems applicable to education and program their solutions using the PASCAL language. Both time-shared and microcomputer implementations of PASCAL will be used by students.

Th., 4:30–6:15

*John A. Jensen***ED 374 Management of the Behavior of Students with Severe Special Needs (F: 3)**

The focus of this course is on the principles and practices of applied behavior analysis as they relate to the education of students with severe special needs. Students will be exposed to classical and operant conditioning, principles of reinforcement, management programs for increasing and decreasing the frequency of behaviors, schedules or reinforcement, and ethical and responsible use of applied behavior analysis procedures. Heavy emphasis is placed on the practice of data collection and its ongoing use in classrooms for students with severe special needs. Use of a word processor and graphing of behavioral data on a computer is required as part of the final project.

M., 4:30–6:15

*Richard Weisenfeld***ED 380 Functional Implications of Vision Pathology (F, Summer: 3)**

This course examines the educational and rehabilitative implications of visual dysfunction. Structure and function of the visual system including the neural pathways are examined as a basis for understanding the limitations imposed on the individual by specific visual disorders. Course assists students in the interpretation of ophthalmic and optometric data for

individualized program planning with the visually handicapped. An overview of systems for visual stimulation, sight utilization and perceptual motor training is included.

T., 4:30–6:15

*Richard Jackson***ED 382 Alternative Communication Systems (S: 1)**

(For students enrolled in Visually Handicapped Studies) A course designed to introduce students to various modes of communication utilized by the handicapped, i.e., Braille, manual alphabet, natural gestures, signing. The course is designed for students who want an exposure to alternative communication systems.

*Tom Miller***ED 384 Severe/Multihandicapped Techniques I (F: 3)**

This course is designed to assist the special educator in acquiring and developing both the background knowledge and practical skills involved in teaching the multi-handicapped child. The areas of gross motor, fine motor, and self-care are emphasized. Medical management of children and the role of the educator in the multi-disciplinary team are included.

The students should be prepared to participate in a one day per week field placement.

W., 4:30–6:15

*Barbara McLetchie***ED 386 Communication (Manual) II (S: 3)**

A course in the techniques of manual communication with an exploration of the use of body language and natural postures, fingerspelling and American sign language. Theoretical foundations of total communication will be investigated.

W., 6:30–8:15

*Edward Mulligan***ED 389 Assessment of Children with Low Incidence Handicaps (F: 3)**

The assessment process, including norm-referenced and criterion-referenced devices for students with severe handicapping conditions is the primary focus of this course. Observation schedules, functional vision and hearing assessments, and environmental inventories are addressed. The relationship of the individual education program (IEP) to the assessment process is stressed. Substantial field work is required in this course.

Th., 4:30–6:15

*Sandra Einsel***ED 396 Independent Living Skills for the Visually Handicapped (S: 3)**

Through class discussion and laboratory experience, basic home care skills such as meal preparation, housekeeping, home mechanics, and crafts are presented. Adaptations for pre-vocational and vocational skills are considered.

W., 1:30–4:15

*Thomas Ciesielski***ED 398 Working with Families and Human Service Agencies (S: 3)**

This course emphasizes work with parents of children with severe special needs. Topics include stages of parental acceptance of handicapping conditions, transfer out of the natural home, chronic sorrow, development of home-based behavior modification programs, and preparation of parents as teachers. A respite care field experience is required of students in the Severe Special Needs program.

W., 4:30–6:15

*The Department***ED 399 Career/Vocational Strategies and Curriculum Design (S: 3)**

This course explores secondary, transition and adult curriculum issues and strategies for per-

sons with severe special needs. Vocational curriculum models, individualized program plans (IEP, ITP, ISP, IHP, and IWRP), transition service needs and supported employment/living strategies will be discussed in depth. The course focuses on group projects whereby each student participates in planning, designing and writing a curriculum guide for a cooperating school, transition, employment or residential program.

J. Edward Carter

ED 402 Modern Educational Thought (F: 3)

A survey of current philosophies of education through the writings of representatives of the major positions.
Not offered 1988-89

ED 403 Philosophy of Education (S: 3)

A consideration of basic issues affecting the definition of aims and agencies with a view to the clarification of priorities in American elementary, secondary and higher education.
W., 4:30-6:15

Pierre Lambert

ED 405 Educational Alternatives in Historical Perspective (S: 3)

Long before the advent of contemporary "schools without walls" and "open classrooms," the history of education records a wide variety of educational models which would meet modern criteria for the "innovative." An examination of a number of schools ranging from Plato's *Academy* to A. S. Neill's *Summerhill* will provide insights into present and future educational alternative ventures.
Not offered 1988-89

ED 408 Stuttering: Theories and Therapies
Offered Spring 1990

ED 409 Articulation: Theories and Therapies (S: 3)

Prerequisites: Introduction and Phonetics courses.

A concentrated study of sound and production impairments with emphasis on functional and organic handicaps. Current literature, clinical evaluation and rehabilitation techniques are discussed.

T., 6:30-8:15

The Department

ED 412 Abnormal Psychology (S: 3)

Types of functional personality disorders with emphasis on diagnostic and dynamic aspects. Designed to give counselors and other school personnel basic information for recognition and understanding of mental disturbance. (Designed for those with little or no background in psychology.)

F., 4:30-6:15

The Department

ED 413 Early Childhood Models and Issues (S: 3)

This course focuses both on models of early childhood education and on the implementation of those models through the design of programs and materials. Students are involved in the development and evaluation of learning environments for the young child and are encouraged to explore their own model of early childhood education.

W., 4:30-6:15

The Department

ED 414 Learning, Learning Theory, and Development (S: 3)

Basic principles of learning (overview, problems of definition, transfer, data to be encompassed), an analysis of theories representing the associationist and cognitive traditions, and

a discussion of predominant learning types at various developmental levels.

Th., 4:30-6:15

The Department

ED 416 Child Psychology (F: 3)

Child development is presented as a continuous, complex process involving the interaction of a biological organism with its physical, psychological and social environment. Normal development from conception to adolescence, is discussed within the framework of contemporary theories of child growth.

T., 4:30-6:15

John Travers

ED 417 Adult Psychology (F: 3)

Life cycle theory; psychological needs; physiology; inter-personal relations; androgyny; sex roles and sexuality; vocational needs; family life; integrity and aging; facing death realistically.

M., 4:30-6:15

John Dacey

ED 419 Student Teaching—Early Childhood (F, S: 6)

A full-semester, supervised practicum at primary grade levels. Applicants must have completed prerequisites, including ED 429, and have the approval of their program director. Application procedures are to be completed the semester preceding this practicum.

By arrangement

Joan C. Jones

ED 420 Student Teaching—Elementary School (F, S: 6-3)

Prerequisite: ED 429

A semester (300+ clock hours) practicum in an elementary school classroom. This course is for candidates in Elementary Education Plan A or other programs requiring elementary school certification. Prerequisites include ED 429. Applications must be completed the semester preceding the practicum and must have the approval of the applicant's program director. To be taken with ED 596 or ED 528.

By arrangement

The Department

ED 421 Theories of Instruction (S: 3)

A survey of the literature concerning theories of instruction, and an investigation of several prominent theories. These would include both philosophical and empirical studies such as Bruner, Piaget, Rogers, Ausubel, and other contemporary theorists.

M., 4:30-6:15

George Ladd

ED 422 Internship in Teaching, Elementary (F, S: 3)

This experience validates professional competencies of employed elementary school teachers requiring Massachusetts certification at that level. This is a semester, 300+ clock hours, five-full-days-per-week experience. Approval for this experience must be given by the Massachusetts State Department of Education, the student's Program Director and the Director of Field Experiences. Approval forms and applications must be submitted to the Field Office during the semester preceding the internship.

By arrangement

The Department

ED 423 International Study/Research Project in Education (F, S, Summer: 3)

This experience offers students in education the opportunity to study or conduct research with their counterparts in England, Ireland, Scotland, Germany, Switzerland, Spain, or Hong Kong. Students determine the length of their stay and assume costs for travel, housing, tuition, and an application fee. Contact the Di-

rector of National/International Field Programs, Campion 115, for details.

By arrangement only

Joan C. Jones

ED 424 Media and Educational Technology (F: 3)

Explores the roles of television and videotape recording in training and education, the use of the computer and videodisc for interactive teaching/learning; demonstration of audiovisual equipment and how it is integrated into a plan for instruction; criteria for selection of media materials; commercial development of instructional materials.

T., 4:30-6:15

Fred John Pula

ED 426 Music, Art and Movement (F: 3)

Music theory and practice, art principles and strategies for teaching physical education are presented with a practical focus for elementary teachers in this course which utilizes a hands-on approach.

Th., 4:00-6:30

The Department

ED 427 Internship in Severe Special Needs (F, S: 3-6)

Selected students in the Severe Special Needs Master's Degree Program may qualify for this internship in lieu of student teaching. Permission of the Program Coordinator is necessary. Application procedures are to be completed the semester preceding this practicum through the Field Placement Office.

By arrangement

The Department

ED 428 Student Teaching Secondary School (F, S: 9)

A field experience (300 + clock hours) for candidates in the final phase of their graduate program. Candidates are assigned full-day in senior high schools in the area or at selected sites overseas or out-of-state. Prerequisites are successful completion of all necessary courses and pre-practica, including any field-based labs in the candidate's program of studies, and approval of the Director of Secondary Programs. Candidates taking ED 428 must also take ED 472 concurrently, unless waived by the Director. Applications for both courses must be submitted to the Field Office during the semester preceding the one in which the courses are to be taken.

The Department

ED 429 Graduate Field Lab (F, S: 1)

This is the required one day a week field lab for programs in early childhood, elementary, secondary, moderate and severe special education, and The Reading Specialist program. Program descriptions describe courses which relate specifically to this pre-practicum. Admission requires approval of the student's program director, enrollment in courses which relate to this field lab and completion of all application forms during the semester preceding the practicum.

By arrangement

Joan C. Jones

ED 430 Exploring Science and Social Studies: Early Childhood and Elementary Methods (S: 3)

Current issues, trends, and innovations in science and social studies education at the early childhood and elementary levels will be investigated and discussed.

W., 4:30-6:15

The Department

ED 440 Principles and Techniques of Counseling (F: 3)

An introduction to counseling principles, philosophy and practice with an emphasis on in-

interviewing skills. A review of the roles and functions of counselors in a variety of settings. A discussion of the history of counseling and current professional dilemmas. Small group exercises, field experiences and simulations of counseling interviews will be included. Open to degree candidates only. Includes weekly pre-practicum laboratory experience.

440.01 T., 2:00–4:30

Elizabeth Welfel

440.02 Th., 2:00–4:30

Elizabeth Welfel

ED 443 Counseling and Group Process with Children (S: 3)

Individual counseling and group process applied to the role of child counselors in school and non-school settings. Particular emphasis on developmental interviewing with children as well as consultation and interview procedures with teachers and parents. Laboratory practice in developing these counseling skills. Counseling majors only.

T., 5:00–6:45

The Department

ED 444 Comparative Personality Theories (F: 3)

In this course the major personality theories are discussed in light of their approach to selected topics, e.g., anxiety, sex roles, aggression, dependence and autonomy, morality, and self concept. Emphasis is put on the research methodology associated with specific theoretical approaches and current research findings as well as implications for counseling.

444.01 M., 2:00–3:45

Mary Brabeck

444.02 Th., 5:00–6:45

Bernard O'Brien

ED 445 Clinical Child Psychology (S: 3)

Application of theoretical and clinical data to emotional problems of childhood. Emphasis on school related problems such as emotional problems and learning, school phobia, etc. Review of current practices in diagnosis and counseling.

Th., 3:00–4:45

Irving Hurwitz

ED 446 Counseling Theory and Process (S: 3)

Prerequisite: ED 440 or equivalent

An analysis of major theoretical frameworks and approaches to the counseling process and practice in specific counseling techniques. Small group and laboratory experiences included. Open to counseling majors only.

T., 3:00–4:45

Elizabeth Welfel

ED 448 Career Development (F: 3)

Introduction to the psychology and sociology of work and career choice, and career development theory and research from childhood through adulthood. Exposure to counseling strategies, career planning resources, and program development in various educational and mental health settings.

W., 4:30–6:15

The Department

ED 450 Introduction to Educational Administration (F: 3)

This is the first course for students whose major is educational administration and supervision. The course acquaints students with perspectives in educational administration and supervision over the past twenty-five years, current theories and practices in vogue today, and a view as to what can be expected for the future.

The course considers the roles of administrative personnel, the process of administration, leadership behavior, policy formation,

and examines current issues related to administration and supervision.

M., 4:30–6:15

Vincent Nuccio

ED 451 Personnel Administration (S: 3)

Problems of recruiting, interviewing, selecting, developing, and evaluating personnel are treated within a theoretical framework of the school as a social system. The course emphasizes the nature and quality of interrelationships among administrators, teachers, and students. The course takes a system-wide view of personnel administration and builds upon effective supervisory practices at the classroom level.

W., 4:30–6:15

Raymond Martin

ED 452 School Finance (F: 3)

The course will place major emphasis on a study of problems and issues related to school finance at federal, state, and local levels. The course will also include an overview of business management aspects in educational organizations.

T., 6:30–8:15

Vincent Nuccio

ED 453 The Elementary School Principalship (S: 3)

This course will examine the role and functions of the principal. Current and recent developments in school effectiveness, professional growth, and staff evaluation will be addressed. Case studies will highlight administrative style and outside forces which influence decision making will be studied. Each participant will be paired with an on-site cooperating principal for a minimum of 15 clock hours during the semester experience. Projects to meet individual needs will be assigned.

T., 7:00–8:45

Raymond Martin

ED 454 The Junior High and Middle School Principalship (S: 3)

This course will examine the role and functions of the principal. Current and recent developments in school effectiveness, professional growth and staff evaluation will be addressed. Case studies will highlight administrative style and outside forces which influence decision making will be studied. Each participant will be paired with an on-site cooperating principal for a minimum of 15 clock hours during the semester experience. Projects to meet individual needs will be assigned.

T., 7:00–8:45

Raymond Martin

ED 455 The Secondary School Principalship (S: 3)

This course will examine the role and functions of the principal. Current and recent developments in school effectiveness, professional growth and staff evaluation will be addressed. Case studies will highlight administrative style and outside forces which influence decision making will be studied. Each participant will be paired with an on-site cooperating principal for a minimum of 15 clock hours during the semester experience. Projects to meet individual needs will be assigned.

T., 7:00–8:45

Raymond Martin

ED 456 Legal Aspects of Educational Administration (F: 3)

A survey of current legal concepts concerning the rights, duties and liabilities of school personnel in relation to their employing educational agency, their colleagues, their pupils, parents, and the general public. The major focus is on the legal status of the classroom teacher and the school administrator. Use is

made of case studies in educational law. This course is designed primarily for teachers, supervisors, and practicing or prospective administrators.

M., 6:30–8:15

Lester Przewlocki

ED 459 Clinical Supervision (S: 3)

This course is designed for persons who wish to acquire supervisory skills, the person about to enter a supervisory position, and supervisors who might work in schools, hospitals, social agencies, or businesses. The course will provide a theoretical framework for clinical supervision, including an exploration of strategies for observation, analysis and evaluation. Topics include: What is the Supervisor's Role, Organizational Structure, Staff Development, The Effective Communicator, Conducting Meetings, Counseling, Evaluating, Handling Complaints, and Trends Affecting Tomorrow's Supervisor. Special emphasis will be placed on the supervision of novices entering a profession. Emphasis on acquiring and improving one's skills in supervision will be the central focus of the course.

Th., 4:30–6:15

Charles F. Smith Jr.

ED 460 Interpretation and Evaluation of Educational Research (F, S: 3)

A course designed to improve the M.Ed. student's understanding of the research literature in Education. The course concentrates on the development of the understandings and skills needed by the competent reader of research reports. Emphasis is placed on the accurate interpretation of statistical data and on the evaluation of published research.

Fall: M., 4:30–6:15

John A. Jensen

Spring: M., 4:30–6:15

Larry Ludlow

ED 462 Construction of Achievement Tests (F: 3)

The major problems of educational measurements, with emphasis on the characteristics, administration, scoring, and interpretation of formal and informal tests of achievement with practical application to classroom use. Basic techniques of test construction.

W., 4:30–6:15

George Madaus

ED 464 Individual Intelligence Testing (F, S: 3)

Prerequisite: Consent of instructor

The course will focus on the administration, scoring, and interpretation of the Wechsler Intelligence Scales: WAIS-R, WISC-R, and WPPSI. Other individual measures of intellectual functioning in school age children, adolescents, and adults will also be surveyed. Limited to 15 students per section.

Fall: 464.01 M., 4:30–6:15

The Department

464.02 W., 4:30–6:15

The Department

Spring: W., 4:30–6:15

The Department

ED 465 Group Psychological Tests (F, S: 3)

An introductory course in theory, selection, and use of standardized aptitude, ability, achievement, interest, and personality tests in the counseling process. Measurement concepts essential to test interpretation. Experience in evaluating strengths, weaknesses and biases of various testing instruments. Laboratory experience in administration, scoring, and interpretation of psychological tests.

T., 5:00–6:45

Kenneth Wegner

ED 466 Models of Curriculum and Program Evaluation (F: 3)

An intensive study of the leading models of program and curriculum evaluation, including

those of Tyler, Stake, Scriven, Provus, Stuffelbeam and Alkin. Their strengths, weaknesses and applications for various types of curriculum and program evaluation will be stressed. Each evaluation model will be examined in terms of the purpose, key emphasis, the role of the evaluator, relationship to objectives, relationship to decision making, criteria and design.

M., 4:30–6:15

George Madaus

ED 467 Practical Aspects of Curriculum and Program Evaluation (S: 3)

Prerequisite: ED 466 or consent of instructor
This course will cover the basic steps involved in planning and carrying out a program evaluation. Topics covered will include: identification and selection of measurable objectives, choice of criteria instruments, use of various scores, common problems, out of level testing, analysis of data, interpretation and reporting of data, budgeting. Standards for program evaluation will also be covered.

Th., 6:30–8:15

The Department

ED 468 Statistics I (F: 3)

An introduction to elementary statistics in education and behavioral research. Topics include methods of data summarization and presentation, measures of central tendency and variability, correlation and linear regression, the normal distribution and probability, and an introduction to interval estimation, hypothesis testing and the t-test. Individual and group computer laboratory sessions scheduled from 6:20 to 7:20.

468.01 Th., 4:30–7:00

Larry Ludlow

ED 469 Intermediate Statistics (S: 3)

Prerequisite: ED 468 or equivalent within one year. Computing experience with SPSS is assumed.

Topics include Z and t tests of means and proportions, and partial and multiple correlation, chi-square and other non-parametric analyses, multiple regression, analysis of variance, analysis of covariance, and elements of experimental design.

W., 4:30–6:15

Larry Ludlow

ED 472 Secondary School Lab and Seminar (F, S: 3)

A 40+ clock hour pre-practicum preceding ED 428. Mornings are spent in observation and activities at the school where the student will be undertaking the full practicum. Afternoons are spent in a seminar at Boston College. During the seminar, students are responsible for reviewing and interpreting their morning experiences and leading discussions on those experiences and on assigned readings and research. *Prerequisites* are a 2.5 grade point average, successful completion of all course and field pre-practicum work, and permission of the Director of Secondary Programs. Application for this course must be made to the Field Placement Office in the semester preceding that in which it is to be taken.

By arrangement

Kilburn E. Culley

ED 473 Teaching Writing (S: 3)

This course is designed for those interested in improving their ability to teach writing. It includes a review of research on effective teaching practices and communication theory, and it introduces a writing workshop plan for teaching writing. Emphasis is placed on understanding and using the writing process to provide

direct instruction in pre-writing, writing, and revising.

T., 4:30–6:30

Kilburn E. Culley

ED 475 Advanced Behavior Management (S: 3)

This course deals with the application of behavioral principles with seriously disturbed and severely mentally retarded students. Students are required to establish, implement, and evaluate behavioral programs for seriously handicapped children. Videotaped sessions provide opportunity for analysis and feedback. A heavy emphasis is placed on data-based analysis of student and instructor performance. ED 374 or an equivalent course is a pre-requisite to enrollment. This course requires a heavy field-based component.

T., 4:30–6:15

James Cremins

ED 480 Technology for the Handicapped (F: 3)

An understanding of the technology prepared for use by and with the handicapped will be developed on 3 levels: 1) a familiarity with state-of-the-art technology which is still in the prototype or planning stage; 2) an informed consumer knowledge of high technology devices used by smaller numbers of handicapped persons; 3) a working knowledge of commonly used devices such as hearing aids, brailers, and talking book machines.

W., 4:30–6:15

The Department

ED 481 Physical Aspects of Rehabilitation for the Visually Handicapped (F: 2)

This course is designed to introduce the student to structural and functional systems of the human organism and to those chronic conditions that may be encountered in the rehabilitation and education of blind and visually impaired individuals. Special attention is given to neurovascular conditions, hearing defects, audiological measurements, dynamics of posture and locomotion, and physical correctives.

T., 6:30–8:15

Kathy Heydt

ED 484 Introduction to Orientation and Mobility Practicum (F: 3)

This course is designed for students who are seeking a credential in Orientation and Mobility (peripatology). Activities include observations of O & M lessons in the field and small group sessions with O & M faculty. Sessions include lectures, demonstrations, discussions, and simulated teaching and travel experiences. Content includes O & M techniques, blindfold and low vision simulation, assessment, environmental analysis, instructional sequencing and adaptation to meet individual needs. This course meets 5 days per week for approximately 2 1/2 hours each session.

By arrangement

O & M Faculty

ED 485 Individuals with Learning and Behavior Problems (F: 3)

This course will provide an introduction and overview to special education. The course will focus primarily on the traditional categories of emotional disturbance, learning disabilities, and mental retardation. Theoretical issues of incidence, educational assessment, etiology and national programming will be discussed. In addition, the significance of federal and state legislation on special education will be discussed.

W., 4:30–6:15

James Cremins

ED 486 Communication Skills for the Visually Handicapped (F, Summer: 3)

Students learn to read and write Grade II literary Braille (visually). Emphasis is on reading readiness, teaching strategies for Braille reading and writing, and materials preparation and adaptation. The Nemeth Code is also included.

M., 6:30–8:15

Eileen Curran

ED 487 Education and Rehabilitation of the Visually Handicapped (F: 3)

This is a first course in the study of work with the visually handicapped. The first half examines the evolution of services in terms of quality and effectiveness. The second half of the course focuses on psychosocial development and adjustment. The intent of this course is to help the student develop a personal philosophy and style of service delivery.

M., 4:30–6:15

Richard Jackson

ED 488 Theories and Strategies for Teaching Emotionally Disturbed Students (S: 3)

This class includes discussion of specific syndromes, such as autism, hyperactivity, and withdrawal. Particular attention is paid to educational interventions. A module is included in the assessment of learning problems frequently encountered in students with emotional disturbance.

M., 4:30–6:15

James Cremins

ED 490 Severe/Multihandicapped Techniques II (S: 3)

This course is a continuation of ED 384—Severe/Multihandicapped Techniques I. The social/emotional and cognitive domains are emphasized. Prevocational, vocational, and long-term planning concepts and their teaching ramifications as they relate to the Multihandicapped are addressed.

Th., 4:30–6:15

Sherrill A. Butterfield

ED 491 Practicum: Multihandicapped (F: 3)

This is an eight-week, full-time practicum with multihandicapped children who are served by a variety of program prototypes. Students in this practicum are required to use a structured language program with one child from the setting.

By arrangement

The Department

ED 492 Organization and Administration of Services for Multihandicapped and Deaf/Blind (S: 1)

The histories of deaf, blind, and deaf/blind services are presented. Various etiologies of deaf-blindness are discussed along with their implications for interventions with deaf/blind persons. Legislation and litigation relating to special services for multi-handicapped are over-viewed. Students complete a project relating to services for multihandicapped persons.

By arrangement

Barbara McLetchie

ED 494 Language Acquisition (F: 3)

This course will investigate the way in which normal children acquire the sounds, structures and meanings of their native language from birth to early childhood. The stages of language acquisition will be discussed in light of (1) the organization and description of adult language, (2) biological and cognitive development and (3) universal and individual patterns of development. Discussion of theoretical issues in language acquisition will be supplemented with representative data samples from each stage of development in an attempt to de-

termine which of the theories best accounts for the data.

W., 6:30–8:15

Kristine Strand

ED 495 Human Development and Handicapping Conditions (F: 3)

Human development from conception through adolescence with concern for the results of physiological malfunction at any stage of development. Presentations, discussions, readings and observations will permit the student to understand the most prevalent handicapping conditions. Included is a consideration of aids and prosthetic devices and medical interventions employed by those with sensory and or motor handicaps.

495.01 T., 4:30–6:15

(Moderate/Generic)

Bruce Cushna

495.02 T., 4:30–6:15

(Severe/Multihandicapped)

Jean Zadig

ED 496 Principles of Teaching in Rehabilitation (F: 3)

This course examines the foundations of teaching and learning underlying the rehabilitation process. Topics include theories of adult learning, functional changes associated with aging, the management of material and human resources, standards of professional conduct and systems for community education.

W., 4:30–6:15

Thomas Ciesielski

ED 497 Self-Help Skills for the Visually Handicapped (F: 3)

This course includes an overview of the impact of a visual handicap on the daily functioning of the individual. The needs and learning styles of the congenitally and adventitiously blind and partially sighted are investigated. Extensive simulated experiences are utilized to develop competence in the teaching of basic self-help skills.

Th., 6:30–8:15

Thomas Ciesielski

ED 500 History, Public Policy, and Popular Education in the United States (F: 3)

A study of the evolution of education in the United States from the colonial years through the third quarter of the twentieth century. Points of emphasis will be the colonial educational prospectus, the beginning of state educational activity, the development of policies directed toward the realization of popular education, and the revisionist historians' interpretations of the motives inspiring, and the consequences of, these policies.

Not offered 1988–89

ED 501 Handicapped Internship—Moderate Special Needs (F, S: 3–6)

By permission only. An 8-week internship for employed professional educators desiring University validation of competencies required for certification for special education (moderate or generic). Prerequisites include completion of all courses and prepracticums, approval by the Program Coordinator and state approval of the placement site. Applications for this approval and the internship are made in the semester preceding this experience.

The Department

ED 502 Handicapped Internship—Generic Educator (F, S: 3–6)

See ED 501 above for course description.

The Department

ED 503 Student Teaching—Generic (F, S: 3, 6)

For students enrolled in the Special Educator Program. A minimum 8-week full-time practicum in programs for mild and moderate special needs children. Prerequisites include completion of all course and pre-practicum work and approval of the Program Director. Applications must be completed mid-semester prior to the practicum.

ED 504 Student Teaching: Moderate Special Needs

ED 505 Student Teaching: Visually

Handicapped (F: 3–S: 3)

Richard Jackson

ED 506 Student Teaching:

Multihandicapped and Deaf/Blind

ED 507.01 Student Teaching: Rehabilitation Teacher (S: 1)

Thomas Ciesielski

ED 507.02 Student Teaching: Rehabilitation Teacher (S: 2)

Thomas Ciesielski

ED 508.01 Internship: Rehabilitation

Teacher (F, S, Summer: 3)

Thomas Ciesielski

ED 508.02 Internship: Rehabilitation

Teacher (F, S, SS: 4)

Thomas Ciesielski

ED 515 Seminar in Moral Education (F: 3)

Topics will include theories of moral growth and moral education, moral education and sex education curriculums, the influence of stories on character formation, the relation of morality to religion, and the debate over values versus virtue.

Not offered 1988–89

ED 516 Advanced Child Development

Prerequisite: Child Development I or equivalent
This course builds upon the theoretical and experimental concerns of Child Development I. Topics include the ecology of development, child and family, aspects of development (self, affective, social), patterns of child-rearing behavior, interpersonal relationships (parent-child, sibling), abused children, the effects of birth order.

M., 4:30–6:15

John Travers

ED 520 Elementary and Early Childhood Mathematics Methods (F: 3)

Methodology, content and materials utilized in teaching mathematics to early childhood and elementary age children is presented.

M., W., 3:00–4:15

Michael Schiro

ED 521 Developmental Reading Instruction (F: 3)

This course examines components of a classroom reading program. Topics include approaches to beginning reading, basic reading skills, diagnostic-prescriptive teaching, and research on current trends in reading instruction. May require field-based assignments.

M., 4:30–6:15

John Savage

ED 523 Administrative Supervision (F: 3)

The course is designed for school personnel preparing for or currently in supervisory positions such as principals, supervisors, department heads, and team leaders. It deals primarily with supervision at various administrative levels, with emphasis on observations and evaluation.

W., 4:30–6:15

Raymond Martin

ED 527 Public Policy and Education (F: 3)

This course examines the regulatory and finance policies in education which have emerged at the federal, state and local levels since 1970. Literature relating to the relationship of education, politics and public policy will be reviewed to help define the conceptual framework in which most education policy decisions are made and implemented. By using the case study approach the student will increase his or her facilities in reaching decisions about complex policy issues, thereby being able to think systematically and clearly about a complex or unfamiliar policy problem and form an independent and competent view of the issues, alternatives, and likely consequences of different actions, all within an unpredictable, distracting and highly political environment. The major term project will be a report on a specific state regulatory or funding program. The student will freely summarize the public issues, the politics, the process of implementation and the present outcome of the programs, and then propose strategies for improving the program.

W., 6:30–8:15

Charles F. Smith Jr.

ED 539 Christian Ministry: Education for the Kingdom (F: 3)

See description under Institute of Religious Education and Pastoral Ministry.

By arrangement

Thomas Groome

ED 540 Issues in School Psychology (F: 3)

An intensive analysis of philosophical, technical and administrative issues contributing to the professional identity and function of the psychologist in a public educational milieu. School psychology majors only.

T., 3:00–4:45

Francis Kelly

ED 541 Social Psychology of the Family (F: 3)

This seminar will examine theory and practice in social psychology with special reference to family processes. Topics considered include interpersonal relationships among family members, dynamics of the family as a face-to-face group, the interaction of individual and family life cycles, and the impact of intergroup and community factors upon family functioning. Applications of theory will focus on methods of conflict resolution and on interventions designed to improve the quality of family life such as family therapy, counseling, and training.

W., 4:30–6:15

Murray Horwitz

ED 543 Psycho-educational Prescriptions (S: 3)

Focus is on techniques of synthesizing psychological and educational information into an effective, individually appropriate educational plan for children with special needs. Individual case study methods will be utilized.

M., 4:30–6:15

Francis Kelly

ED 544 Issues in Adolescent Psychopathology (S: 3)

Prerequisite: ED 440, ED 443, or ED 446

Focus on normality, abnormality, and patterns of psychopathology in adolescence. Covers diagnostic decision-making methods, schizophrenia, depression, suicide and passive-aggressive factors in adolescents.

M., 3:00–4:45

Bernard O'Brien

ED 547 Practicum in School Psychology—I (F: 3)

Prerequisite: Consent of Francis Kelly
Beginning practicum in School Psychology. Students are placed in comprehensive K–12 school systems under the supervision of a practicing, certified school psychologist. Placements are in off campus sites and require the student to be available at least two days per week during regular school hours (8am–3pm). Boston College School Psychology majors only.
By arrangement *The Department*

ED 549 Psychopathology (S: 3)

Prerequisite: ED 444 or equivalent
This graduate course examines selected DSM III disorders and considers diagnostic issues, historical changes, theoretical perspectives and research. Case examples will be used to help students learn to diagnose and interpret various forms of psychopathology.
Counseling Psychology majors only.
Th., 5:00–6:45 *The Department*

ED 550 Management Use of Computers in Education (F: 3)

This course presents an overview of the use of computers for the management of education, including attendance reporting, management of special education, test-scoring, and course scheduling. Students will prepare an in-depth project in a selected area. Those students with programming backgrounds will usually design and code an educational management application, while those students without programming backgrounds will prepare written reports or documentation of existing systems.
Th., 7:00–8:45 *Walter Haney*

ED 554 Leadership and Administrative Decision Making (F: 3)

This course addresses the tasks of administration, research on administrative effectiveness, leadership styles, various applications to leadership and decision making, and development and administration of one's own administrative style.
Offered Friday 4:30–7:30, Saturday 9:00–3:00 on Sept. 23, 24, Oct. 21, 22, Nov. 18, 19. Primarily for Catholic School Leadership Program *The Department*

ED 556 School Law (F: 3)

Studies constitutional and statutory provisions providing the basis for school law. Analyzes and discusses significant court decisions for Catholic Schools. Presents legal principles involved in Catholic School Administration. Integrates legal theory with administrative experience. Students should bring copies of faculty and parent/student handbooks.
Offered Friday 4:30–7:00, Saturday 9:00–3:00 on Oct. 7, 8, Nov. 11, 12, and Dec. 9, 10. Primarily for Catholic School Leadership Program *Angela Shaughnessy*

ED 557 The Administrator's Role in Curriculum Development (S: 3)

This course emphasizes models of curriculum design, implementation, and evaluation from the perspective of the Catholic School administrator. The course examines research on Catholic Schools, curriculum development, thinking skills, and learning styles. Students have the opportunity to design a values oriented curriculum project applicable to their particular settings.

Offered Friday 4:30–7:30, Saturday 9:00–3:00 on Feb. 3, 4, Mar. 10, 11, Apr. 14, 15. Primarily for Catholic School Leadership Program.
Peter Hollan

ED 560 Issues in Testing (F: 3)

A consideration of substantive and methodological issues in the measurement of intelligence, aptitude, achievement, personality, and other affective constructs. Also, bias, testing of linguistic and cultural minorities, certification testing, item banking, and computerized testing.
T., 4:30–6:15 *George Madaus*

ED 565 Quantitative Data Collection

Procedures: Theory and Practice (F: 3)
Concepts of reliability, validity, measurement error, sampling error, derived scores, norms and other measurement concepts are examined in terms of their applicability to the development and selection of tests, scales, questionnaires, check lists and other data collection procedures commonly used in educational research.
Not offered 1988–89

ED 567 Assessment of Preschool Children (S: 3)

Prerequisite: ED 464—Lab Fee
Individual measures of the psychological development of children of preschool age (3 to 6 years) will be reviewed with emphasis on the administration, scoring, and interpretation of the Stanford-Binet Intelligence Scale and the McCarthy Scales of Children's Abilities.
M., 6:30–8:15 *Richard Schnell*

ED 569 Expectations and Evidence for Educational Technology (S: 3)

The history and social role of technology in American society will be briefly reviewed. The course then will focus on three generations of educational technology—science laboratories, teaching machines/programmed instruction, and computers—and examine expectations and evidence regarding their educational effectiveness. Reasons for the contrasts between expectations and evidence will be examined. Students will undertake two projects for the course—one a literature review concerning an educational technology and the other a case study of computer usage by a local school or student.
T., 4:30–6:15 *Walter Haney*

ED 576 Clinical Supervision for Cooperating Practitioners (F, S, Summer: 3)

This course is designed to provide cooperating school practitioners the supervision skills needed to assist student teachers assigned to their classrooms. By permission only.
The Department

ED 577 Internship in Teaching, Secondary (F, S, Summer: 3)

This experience validates professional competencies of employed secondary school teachers requiring Massachusetts certification at that level. This is a semester, 300+ clock hours, five-full-day-per-week experience. Approval for this experience must be given by the Massachusetts State Department of Education, the student's Program Director and the Director of Field Experiences. Approval forms and applications must be submitted to the Field Office during the semester preceding the internship. By permission only. *The Department*

ED 578 Curriculum Theory (S: 3)

An introductory course in curriculum theory that covers such topics as ideologies of curriculum workers, the curricular structure of educational environments, methods of curriculum development, types of curriculum materials, evaluation of curriculum materials, and styles of curriculum evaluation. For persons with zero, one, or two years of teaching experience.
W., 6:30–8:15 *Michael Schiro*

ED 579 Educational Assessment of Learning Problems (F: 3)

This course focuses on the development of teacher skills in task analysis, informal and formal educational assessment, and the interpretation of psychoeducational data across the range of mildly and moderately handicapping conditions. Students administer a variety of instruments currently in use in elementary and secondary schools.
Th., 4:30–6:15 *Jean Mooney*

ED 580 Teaching the Special Needs Child in the Regular Classroom (F: 3)

This course is designed to give the elementary school teacher an understanding of the major instructional need of mainstreamed special students. Emphasis is given to the role of the teacher as observer, manager and instructor. Through the pre-practicum experience, students develop skills in adapting instruction, managing classroom behavior, promoting social acceptance, and coordinating the classroom learning environment.
Wed., 4:30–6:15 *Jean F. Mooney*

ED 582 Workshop on Consultation Skills Development (S: 1)

This is a process oriented workshop designed to help the student acquire skills in generic consultation. Simulation, role playing and case study analyses will be emphasized over the areas of communication and counseling.
By arrangement *The Department*

ED 583 Foundations of Orientation and Mobility for the Visually Handicapped (F: 3)

This course is designed to introduce the student to the principles and fundamentals of orientation and mobility. Emphasis is placed on the study of each of the sensory systems, concept formation, motor skills, and spatial orientation as these topics relate to environmental orientation and human mobility.
W., 6:30–8:15
and
F., 1:00–2:45 *Richard Jackson/O&M Faculty*

ED 584 Student Teaching—Orientation and Mobility (S: 3)

This course is for students seeking a credential in Orientation and Mobility. Under supervision, the work in the previous phase (ED 484) is applied in direct service with visually handicapped individuals in school/agency settings. This is ordinarily a part-time experience occurring for the time period January through June.
By arrangement *O&M Faculty*

ED 585 Orientation and Mobility Assessment and Instructional Strategies (S: 3)

This course is an extension of ED 583. Lectures address assessment procedures, instructional strategies, and curriculum resources associated with the topics of ED 583. Individual or small group projects focus on selected topics

in O & M and are under the guidance of O & M faculty.

F., 1:00–4:00

O&M Faculty

ED 587 Remedial Strategies (S: 3)

Prerequisite: ED 579 or the equivalent

Oriented toward the development of skills which will allow the teacher to plan educational programs for handicapped children from a generic base of individual teaching-learning problems. Includes diagnostic and prescriptive teaching, classroom accommodation techniques and clinical record keeping.

Th., 4:30–6:15

Jean Mooney

ED 588 Curriculum and Instructional Strategies for the Visually Handicapped (S: 3)

This course covers special subject matter adjustments and the "plus curriculum" of special skills for the visually handicapped learner. Activities include task analysis of special curriculum needs and writing adaptations to regular curriculum.

Th., 4:30–6:15

Richard Jackson

ED 589 Behavior Management Strategies (F: 3)

A study of the theoretical concepts and practical applications involved in classroom management. Methods studied include behavior modification, Life Space Interviewing, social learning, and Reality Therapy.

M., 4:30–7:30

The Department

ED 593 Introduction to Speech and Language Disorders (S: 3–4)

Based on the development of normal children, this course will explore dysfunctions of speech and language which interfere with normal communication and learning processes. Both the evaluation of language performance and the remediation of language deficits will be stressed. Students taking the course for 4 credits will attend a 4 week module on language acquisition. Students taking the course for 3 credits will join the course in the fifth week.

593.01 (3 credits) Th., 6:30–8:45

Anthony Bashir

593.02 (4 credits) Th., 6:30–8:45 *Anthony Bashir*

ED 597 Guided Studies in Special Education and Rehabilitation (F, S: 1–6)

Under the guidance of a faculty member the student explores in depth the literature pertaining to some particular phase or problem regarding handicapped children, youth, or adults. Credits to be determined.

By arrangement

The Department

ED 598 Introduction to Audiology (S: 3)

The course is designed to assist those individuals who are working with the hearing impaired in an educational setting. Topics covered will include: basic acoustics, basic audiology, anatomy and physiology, etiology, pathology, and psycho-educational implications of hearing loss, pediatric audiology and hearing aids. The course assumes no prior training in audiology and is intended for special education majors, but is open to all interested students.

T., 6:30–8:15

Marilyn Warren

ED 606 Issues in Transition, Employment, and Rehabilitation (F: 3)

This course includes a review and discussion of major concepts and issues involved in providing educational and adult service programs to individuals with severe disabilities. Among the topics addressed will be the issues of definition,

community integration, advocacy, legislation and social policy.

The Department

ED 607 Technology and Research in Transition, Employment, and Rehabilitation (S: 3)

This course will be a continuation of ED 606, with a focus on application of rehabilitation strategies in employment and business environments. Various supported employment strategies (enclave, mobile crew, specialized placements and other designs) will be examined in depth. Strategies for the identification of needed supports and the delivery of supports in industry will be reviewed (on-site supervision, use of an industry trainer/mentor, Employee Assistance Programs). Techniques in job development, placement and site supervision will be presented.

T., 6:30–8:15

The Department

ED 611 Development and Learning in Infants and Preschoolers (S: 3)

Prerequisite: ED 416

Knowledge of development during infancy and early childhood is essential for an understanding of later behavior. This course will focus on the development of learning abilities, attachment, exploratory behavior, play and social development.

T., 4:30–6:15

Beth Casey

ED 621 Diagnostic Techniques in Reading (F: 3)

A range of reading assessments from standardized to informal will be studied. Students will become knowledgeable about many reading measures and proficient in the administration and interpretation of several. Students will also learn to report testing results and to assess causation.

For students in the Graduate Reading Program this is a prepracticum and requires fieldwork.

The Department

ED 624 Design and Preparation of Materials for Educational Technology, Curriculum and Instruction (F: 3)

An intensive workshop in basic principles of design and use of graphics. Demonstration and use of computerized equipment for producing graphics, programming multi-image presentations, videotape productions. Students will demonstrate ability to utilize basic equipment and methods for the creation of media materials. Required student projects will include sound/slide presentations and transparencies.

Lab fee charged.

M., 6:30–8:15

Fred John Pula

ED 625 Managing Emerging Technologies (S: 3)

This is an opportunity to study both the emergence and evolution of educational technologies including newer interactive computer systems, satellite delivery systems, and older technologies such as broadcast television or the telephone. Technologies will be reviewed with emphasis on decision making on budget, organization, manpower, time, facilities and maintenance as well as selection of systems for maximum effectiveness in the educational setting.

M., 4:30–6:15

The Department

ED 628 Computer Applications for Educators (F: 3)

Appropriate computer software for educational uses must be evaluated, selected, and used in conjunction with an understanding of both curriculum theory and instructional the-

ory, as well as an understanding of the abilities and limitations of computers. Different types of computer programs will be examined to help educators learn how best to evaluate and select computer materials that will meet their needs. Some of the types of instruction-related programs to be examined include: drill and practice, tutorial, demonstrations, simulations, instructional games, and word processing. Some of the other types of educational related programs to be examined include: data bases, data banks, authoring languages, testing and diagnostic programs, classroom management systems, and child record keeping systems. The course will be taught on the Apple micro-computer. This is not a course in computer programming. No prerequisites.

W., 4:30–6:30

Walter Haney

ED 629 The Computer as a Research Tool (S: 3)

A course for doctoral students who will be proposing and completing a dissertation and who intend to use the VAX/IBM mainframe systems at Boston College for data entry, data analysis and word processing. Major topics include the creation and manipulation of data files, the SPSSX and SAS data analysis systems and word processing systems.

Not offered 1988–89

John A. Jensen

ED 630 Biblical Interpretation in Education and Ministry (S: 3)

See description under Institute of Religious Education and Pastoral Ministry.

Mary C. Boys, S.N.J.M.

ED 635 The Education of Christians: Past, Present, Future (F: 3)

See description under Institute of Religious Education and Pastoral Ministry.

Thomas Groome

ED 640 Seminar in Group Counseling and Group Theory (F, S: 3)

Prerequisite: Consent of instructor. Advance sign up in McGuinn 304 required. Limited to 15 students.

Students participate in a 9-week experimental group led by the instructor which focuses on group dynamics and the development of group norms. The remaining weeks of the semester involve discussions of the group experience and leadership role in the context of small group theory and research.

Fall

640.01 W., 4:30–6:15

Bernard O'Brien

640.02 Th., 4:30–6:15

The Department

Spring

Th., 4:30–6:15

The Department

ED 641 Behavior Disorders in Childhood and Adolescence (F: 3)

An examination of the causes, management and treatment of overt behavioral or acting out disorders in childhood and adolescence. Emphasis is placed on the schools and juvenile delinquency and specific behaviors such as hyper-aggressiveness, truancy, drug and alcohol abuse and delinquency treatment and control.

Degree students only.

W., 4:30–6:15

Francis Kelly

ED 642 Introduction to Play Therapy (F: 3)

Prerequisite: Consent of instructor

Theoretical approach to play therapy as a treatment process with school age children.

Case presentations and discussions of therapy material.

M., 3:00–4:45 *Irving Hurwitz*

ED 643 Practicum in School Counseling N-9 (F, S: 3)

Prerequisites: ED 440, ED 443, ED 448, ED 464
Open only to Boston College Counseling degree students seeking certification in school guidance counseling grades N-9. Practicum involves placement in a comprehensive school system for a minimum of 200 clock hours per semester.

M., 7:00–8:45 *The Department*

ED 644 Practicum in School Counseling, 5-12 (F, S: 3)

Prerequisites: ED 440, ED 446, ED 448, ED 465
Open only to Boston College counseling degree students seeking certification in school guidance counseling grades 5-12. Practicum involves placement in a comprehensive school system for a minimum of 200 clock hours per semester.

T., 4:30–6:15 *The Department*

ED 646 Practicum in Counseling Adolescents and Adults (F: 3)

Prerequisites: ED 440, ED 446, ED 448, ED 465
Consent of the instructor is required and the student must sign up in McGuinn 315 four months in advance of enrollment. Open only to Boston College Counseling degree candidates. Ordinarily this practicum involves a placement in a counseling situation during the hours of 8:00 a.m. to 5:00 p.m. two days per week (Monday through Friday). A total of 200 clock hours are required for the course.

646.01 By arrangement *Elizabeth Welfel*
646.02 T., 7:00–8:45 *The Department*
646.03 W., 5:00–6:45 *The Department*
646.04 W., 7:00–8:45 *The Department*
646.05 Th., 7:00–8:45 *The Department*

ED 647 Practicum in School Psychology—II (S: 3)

Prerequisite: ED 540, ED 464, ED 547, consent of Francis Kelly

Second practicum in School Psychology. Students will sign up four months in advance of enrollment. Students are placed in a comprehensive K-12 school system under the supervision of a practicing, certified school psychologist. Placements are in off-campus sites and require the student to be available at least two days per week during regular school hours (8am–3pm). Boston College School Psychology majors only.

By arrangement *The Department*

ED 648 Practicum in Counseling Children (F: 3)

Prerequisite: Consent of Director. ED 440, ED 443, ED 448, ED 464. Consent of the Counseling chairperson is required and the student must sign up in McGuinn 304 four months in advance of enrollment. Open only to Boston College Counseling degree candidates. Ordinarily this practicum involves a placement in a counseling situation during the hours of 8:00 a.m. to 5:00 p.m. two days per week (Monday through Friday). A total of 200 clock hours are required for the course. Students work under direct supervision with actual clients, parents, and others.

648.01 M., 4:30–6:15 *The Department*
648.02 M., 7:00–8:45 *The Department*

ED 649 Health Psychology (F: 3)

This course will introduce the student to the emerging field of health psychology. It will examine research and counseling interventions related to topics such as stress-related illness, Type A behavior, pain, patient compliance, emotional needs of medical patients, and psychosocial adjustment to serious illness. Emphasis will be placed on the role of the counselor in a health care setting and in consultation with medical personnel.

T., 6:30–8:30 *Joseph Tecce*

ED 653 Personal Aspects of School Administrators (S: 3)

This course offers the opportunity to reflect on various aspects of adult development—personal, moral, and spiritual. Theories of Levinson, Kohlberg, Gilligan, and Fowler will be explored with emphasis on their application to the experience of school administrators, in reference to their own personal development and the development of those for whom they are responsible.

Offered Friday 4:30–7:30, Saturday 9:00–3:00 on Jan. 27, 28, Mar. 3, 4, Apr. 8, 9.

Margaret Gorman

ED 656 Administration of Local School Systems (F: 3)

The superintendent of schools has many audiences—the school board, parents, teachers, community, and students, among others. This course will examine the relationship of the superintendent of schools with many publics through the utilization of readings, experiences, field trips and visiting lecturers.

Th., 4:30–6:15 *Lester Przewlocki*

ED 660 Simulation Models in Behavioral Research

This seminar will review the literature on mathematical and computer simulations of complex social processes, with special emphasis on those occurring in educational settings. Working in small teams, students will produce a simulation system of some complex process.

Not offered 1988–89

ED 661 Seminar on Infant Assessment

Prerequisite: Consent of instructor

The seminar will deal with the psychological assessment of infants and young children (0 to 3 years). Techniques such as the Brazelton and Rosenblith for neonates as well as scales for older infants like the Bayley Scales of Infant Development will be discussed.

Offered 1989–90

ED 662 Projective Techniques for Children, Adolescents (F: 3)

Prerequisite: Individual Intelligence Testing, Abnormal Psychology

The theory of projective testing is reviewed. Personality assessment of latency age and adolescent children through administration, scoring and interpretation of the Thematic Apperception Test. Children's Apperception Test, Tasks of Emotional Development Tests, drawing techniques and sentence completion methods. Projective implications of intelligence tests are reviewed. Discussion of case material. Enrollment limited to 20 students, permission of instructor required.

W., 4:30–6:15 *The Department*

ED 663 Neuropsychological Assessment (S: 3)

Emphasis on neuropsychological evaluation. Review of central nervous system development covering both structure and function. Evaluation techniques for diagnosis of brain dysfunction including visual, auditory, motor, language processes. Implications of these assessments for learning disability and emotional functioning. Review of case materials. Enrollment limited to 20. Permission of instructor required.

W., 3:00–4:45 *Irving Hurwitz*

ED 664 Design of Experiments (F: 3)

Prerequisite: One year of statistics (ED 468, ED 469)

This course presents a study of theoretical concepts, statistical techniques, and practical applications in the design of experiments. Topics include the philosophy of science, analysis of variance and covariance, elementary experimental designs, power, meta-analysis, internal and external validity, and quasi-experimental designs.

Not offered 1988–89

ED 665 Personality and Interest Assessment (S:3)

Prerequisite: ED 465

A review of theories of personality and interest measurement in counseling. Intensive study of the construction, purpose, and interpretation of the most commonly used structured personality and interest inventories. Laboratory experience in use and interpretation of selected inventories.

M., 4:30–6:15 *Kenneth Wegner*

ED 666 Courseware Production (S: 3)

An introduction to the capabilities of computer software used to facilitate instruction and measure student progress. Principles of programmed instruction and instructional design will be reviewed, and students will develop and pilot test an instructional-measurement sequence using computer authoring languages.

W., 4:30–6:15 *Walter Haney*

ED 667 Introduction to Multivariate Statistical Analysis

Prerequisite: One year of statistics or the equivalent

Multiple regression and the general linear model, introduction to factor analysis, canonical correlation, discriminant function and principal components analysis. Laboratory exercises include computer analysis of multivariate data.

T., 4:30–6:15 *Larry Ludlow*

ED 668 Topics in Multivariate Statistical Analysis

Prerequisite: ED 667 or equivalent

Multivariate analysis of variance, factor analysis and rotation, multivariate model building. Students will develop a professional-level paper using multivariate statistical data analysis.

T., 4:30–6:15 *Larry Ludlow*

ED 669 Psychometric Theory (S: 3)

Prerequisite: One semester of statistics and one semester of test construction

This course presents a study of theoretical concepts, statistical techniques, and practical applications in educational and psychological measurement. General topics include the history of measurement, Thurstone scales, Guttman scales, classical test theory, and item response theory. Specific topics include Rasch model estimation and residual analysis, item banking,

and 2-3 parameter latent trait model estimation and applications.
Not offered 1988-89

ED 680 Evaluation and Guidance of Exceptional Children (S: 3)

This course looks at students from an ecological perspective, viewing school as part of the total ecology. Teachers and other educators are seen as integral parts of the system, responsible for guiding students successfully through it. Any member of the system may legitimately be expected to alter perceptions and practices to the extent necessary to make this guidance possible. The course presents consumer skills relative to cognitive evaluation; practitioner skills in the implementation of cognitive style assessment results; and an overview of the consultation skills needed to support teachers who work with special needs students.

W., 4:30-6:15

John Junkala

ED 682 Administrative Internship: Multihandicapped and Deaf/Blind (F, S: 6)

A twelve-week internship in an administrative capacity with a program serving multihandicapped children. Students will be able to locate throughout the Eastern half of the United States and will participate in planning and evaluation of programs. Limited to students in the Multihandicapped Deaf-Blind Program.

By arrangement

The Department

ED 683 Internship - Orientation and Mobility (F, S, Summer: 3)

Prerequisite: ED 584

The advanced student of orientation and mobility is assigned to an agency or school for an O&M teaching experience under the supervision of O&M faculty. This is ordinarily a full-time placement of 10 weeks duration outside of Massachusetts.

By arrangement

O&M Faculty

ED 685 Multidisciplinary Approach to Mental Retardation (F: 3)

Prerequisite: Consent of the instructor

Taught by multidisciplinary staff of the Development Evaluation Clinic, Children's Hospital Medical Center. Considers etiology, study, and treatment of retarded children and the coordination of community services for their welfare. Opened to advanced graduate and post graduate students in the professional disciplines serving handicapped children. Students are supervised in observation and participation in a variety of clinical activities. Taught at Children's Hospital.

F., 8:00-10:00 a.m.

Jean Zadig

ED 686 Communication Disorders for the Handicapped Child (S: 3)

This course focuses on the speech, language and communication problems of hearing-impaired, mentally retarded, physically handicapped, and multihandicapped deaf-blind persons. Students will be exposed to strategies and techniques for developing communication potential in severely handicapped children. Students are required to evaluate their own communication skills and implement a language program with a multihandicapped child. Enrollment is by permission of instructor.

Th., 4:30-6:15

Barbara McLetchie

ED 689 Assessment and Planning with the Visually Handicapped (S: 3)

This course prepares the student to function as a member of a multidisciplinary team in either rehabilitative or educational settings. Procedures for formal and informal assessment

are examined for their appropriateness to the blind and low vision individual. Mechanics of preparing IEP's, IWRP's, and ISP's in the delivery of explicit service plans are also emphasized.

W., 4:30-6:15

Richard Jackson

ED 690 Seminar in Multidisciplinary Management Strategies (S: 3)

Prerequisite: Permission of instructor

Presupposes high level of professional competence of each student in his or her own discipline. Seminar meetings chaired by multidisciplinary staff of the Developmental Evaluation Clinic, Children's Hospital Medical Center. Designed to educate representatives of the medical and behavioral sciences in the roles played by other professions who serve handicapped children and their families. Observations and participation in the study of selected children are used to develop awareness of and appreciation for the contributions of each discipline. Taught at Children's Hospital.

F., 8:00-10:00 a.m.

Jean Zadig

ED 692 Administering Special Education Services (F: 3)

Prerequisite: Introductory course in school administration

Examines the administration of a broad spectrum of special services mandated by National and State Statutory requirements and policies for handicapped children and adolescents. There will be special emphasis on the administrative role and collaborative function as they relate to existing school administrative responsibility.

M., 7:00-8:45

Philip DiMattia

ED 694 Problems in Administration: Special Education and Rehabilitation (S: 3)

Investigates a variety of multifaceted administrative problems and issues that impact upon special education services for exceptional children. Will identify problems that require curriculum solution and examine social educational problems that require a more total community response.

694.01 M., 7:00-8:45

Philip DiMattia

694.02 M., 7:00-8:45

The Department

ED 695 Human Relations in Work with the Handicapped (S: 3)

Designed for professionals who are seeking to broaden their knowledge of interpersonal skills. Considers human interactions among colleagues, among professional workers and their students or clients, among professional workers and ancillary personnel. In section .01 concern is given to group dynamics with consulting special educators as the frame of reference.

Not offered 1988-89

ED 696 Handicapped Internship (F, S: 3-6)

By permission only. An 8-week internship for employed professional educators desiring University validation of competencies required for certification for special education (moderate or generic). Prerequisites include completion of all courses and pre-practicums, approval by the Program Coordinator and state approval of the placement site. Applications for this approval and the internship are made in the semester preceding this experience.

696.01-Moderate Special Needs Educator

696.02-Generic Educator

The Department

ED 698 Technology for the Visually Handicapped (S: 3)

Students preparing to work effectively with the visually handicapped, as well as those already employed as special educators and rehabilitation specialists, must acquire knowledge and skill with the new technology developed to aid the blind and visually impaired in the 1980's and 90's. This course is designed to acquaint students with electronic reading/writing/typing systems, tactile and spoken word output reading machines, braille, speech and large print computer terminals and microcomputers, and sonar-based environmental sensing devices. Hands-on experience with commercially available devices allows students to develop skill in equipment operations and interfacing. Reading, demonstrations and discussions permit the student to evaluate the potential of a full range of technology for visually handicapped learners and rehabilitation clients. No prior coursework in computer operations or programming is required.

M., 4:30-6:15

Richard M. Jackson

ED 710 Learning in the Young Child: A Research Approach (F: 3)

This course focuses on particular learning problems encountered by children at the pre-school and primary grades. Each time the course is offered, one topic will be explored in depth. For example, the class may investigate perceptual and cognitive problems involved in young children's use of inefficient problem solving strategies. As a group, the class reviews the literature, designs and implements a study (if time allows) and produces a report on the research.

Not offered 1988-89

ED 720 Curriculum Theory and Philosophy (S: 3)

A basic course in curriculum theory covering such issues as ideologies of curriculum developers, methods of curriculum development, types of curriculum materials, styles of curriculum evaluation, and theories of the curriculum change process. For persons with teaching or curriculum experience.

T., 4:30-6:45

Michael Schiro

ED 721 Remedial Reading Techniques (S: 3)

Methods and materials appropriate for reading-disabled students, grades 1-12, will be studied. Techniques for those with severe skill deficiencies as well as those with milder problems will be considered.

Students will utilize existing approaches and devise their own.

For students in the Graduate Reading Program, this is a pre-practicum and requires fieldwork.

T., 4:30-6:15

Beth Davis

ED 724 Practicum in Educational Technology (F, S: 3)

A field-centered study of applications and uses of technology in a variety of settings. Students will have the option of working with technology in an educational setting-instructional or administrative, in business or industry, or in any organization that offers a career opportunity for graduates of this program. The work of the students will be closely supervised by faculty members and by cooperating field practitioners.

By arrangement

Fred John Pula

ED 725 Reading Practicum (F, S, Summer: 6)

This field-based practicum involves working in a school setting in the role of a consulting teacher of reading. Candidates work under the joint supervision of a cooperating practitioner and a University supervisor. Approval of the Reading Program Coordinator is required. By arrangement *John Savage*

ED 726 Reading Internship (F, S, Summer: 6)

A field-based internship in the role of a consulting teacher of reading. Jointly supervised by a cooperating practitioner and a University supervisor. Enrollment subject to authorization of Reading Program Coordinator and approval of the Mass. Bureau of Teacher Certification. By arrangement *John Savage*

ED 727 Seminar in Science Education (S: 3)

Restricted to individuals who have a science education emphasis in their graduate programs. Implications of current problems, issues and research in science education will be investigated.

By arrangement *George Ladd*

ED 729 Controversies in Curriculum and Instruction (F: 3)

Exploration of current issues in education which have had a significant impact on both the curricula and instructional process in today's schools. Discussion will center on definition of the issues, i.e., open classroom, statewide assessment, merit pay, the return to basics, accountability, etc.; an examination of the views of the major proponents and opponents of the movement and the current impact of this trend on the educational community. M., 7:00-9:00 *George Ladd*

ED 735 Traditions of Religion and Education (F: 3)

See description under Institute of Religious Education and Pastoral Ministry. *Mary C. Boys, S.N.J.M.*

ED 740 Seminar in Psychology of Women (S: 3)

An examination of major topics in the field of the psychology of women: sex differences in achievement, morality, cognition, aggression, and psychopathology; theory and research on origins of sex differences; sex bias in diagnosis and treatment; women's issues and implications for counseling; methodological issues in conducting research in the above areas. Open to advanced doctoral level students. M., 3:00-4:45 *Mary Brabeck*

ED 742 Seminar in Consultation (S: 3)

The role of the counseling or school psychologist as a consultant to other professionals and parents is examined in detail. Theories and styles of consultation practices are reviewed. Preventative and curative values of consultation are emphasized. T., 4:30 *Francis Kelly*

ED 743 Seminar in Counseling Families (S: 3)

Prerequisites: ED 640 and consent of the instructor
A study of basic family system theory and intervention strategies. Didactic approach includes role playing and case presentations. Concurrent clinical involvement with families is

recommended. Limited to 20 students. Counseling majors only. W., 6:30-8:15 *The Department*

ED 744 Psychology of Aging

This course is open to Master's and Doctoral level students who plan to work with an elderly population. A developmental approach to adult transitions from young to middle to old age will be stressed. Topics will include developmental crises of physical change; pre-retirement, post-retirement issues; alienation, loneliness, grief, depression, and approaching death. Theories of coping and adjustment will be approached from a preventative health care perspective.

Offered 1989-90

ED 745 Biological Bases of Behavior (F: 3)

This course will survey biological influences in a number of behavioral areas both normal and abnormal. Genetic, neurological and psychophysiological theory and research will be reviewed as these apply. Th., 4:30-6:15 *Irving Hurwitz*

ED 746 Intermediate Counseling Practicum: Adolescents and Adults (S: 3)

Prerequisite: ED 646 or equivalent

First advanced practicum in psychological services and counseling with adolescents and adults. Students must sign up in McGuinn 315 at least four months in advance of registration. Placements are in off-campus sites and require the student to be available at least two days per week (200 clock hours) during normal working hours. Boston College Counseling majors only. 746.01 By arrangement *Elizabeth Welfel*
746.02 T., 7:00-8:45 *The Department*
746.03 W., 5:00-6:45 *The Department*
746.04 W., 7:00-8:45 *The Department*
746.05-.06 Th., 7:00-8:45 *The Department*

ED 747 Intermediate Practicum in School Psychology (F: 3)

Prerequisite: ED 547, ED 647, consent of Francis Kelly
Students must sign up in McGuinn 315 at least four months in advance of registration. Students are placed in a comprehensive K-12 school system under the supervision of a practicing certified school psychologist. Placements are in off-campus sites and require the student to be available at least two days per week during normal working hours (8am-3pm). Boston College School Psychology majors only. W., 7:00-8:45 *The Department*

ED 748 Intermediate Counseling Practicum-Children (S: 3)

Prerequisite: ED 648; sign up four months in advance in McGuinn 315. Boston College Counseling majors only.
First advanced practicum in counseling and psychological services with children. Placements are in off-campus sites and require the student to be available at least two days per week (200 clock hours) during normal working hours. 748.01 M., 4:30-6:15 *The Department*
748.02 M., 7:00-8:45 *The Department*

ED 750 Practicum in Educational Administration and Supervision (F, S: 3)

A guided field experience which enables students to meet one of the certification requirements for the role of Supervisor/Director, Principal (N-6) (5-9) (9-12), School Business Administrator, Superintendent-Assistant Superintendent. A practicum is needed for each

role together with approved required courses. The student will spend at least 150 clock hours at the practicum site and be awarded three graduate credits upon successful completion. The practicum will be supervised and evaluated by a faculty supervisor and cooperating practitioner. Students will be assigned clear administrative responsibilities for a least one-half of the practicum and full responsibilities for one or more assignments for a substantial part of the practicum. Performance is evaluated using Massachusetts Department of Education standards. Application for placement must be completed by April 15 for fall or first semester placement and by November 1 for spring or second semester placement. This practicum is an additional part of a student's M.Ed. or C.A.E.S. program for the purpose of attaining certification at the level covered by the certificate sought. By arrangement *Raymond Martin*

ED 752 Management and Governance in Educational Organizations (F: 3)

Religiously inspired institutions are challenged by the same threats and opportunities posed to all non-profit institutions by inflation, needs which have outrun resources, financial and policy disputes, and a rapidly changing environment. The course will provide graduate level instruction in the management and direction of Catholic schools to those ordained and lay officers who bear responsibility for institutional performance. The objectives of the curriculum will be to clarify and analyze the managerial elements of their responsibilities, to define management objectives, to provide specific managerial skills, to assist in effective recruiting and motivating approaches, and to explore alternative management styles. *The Department*

ED 755 Administrative Theory and Leadership I (F: 3)

This course is designed to study theories of administration and the historical changes that have taken place in them during the last fifty years. Research behind the theories will be addressed. T., 4:30-6:15 *Mary Griffin*

ED 770 History and Theory of Higher Education (F: 3)

The objectives of this course are: an understanding of the evolution, functions, and problems of various types of higher education institutions; an appreciation of the role of higher education in promoting civic, economic and cultural life in a free society; an insight into the theoretical issues relative to purposes and methods of higher education; and an acquaintance with the major trends in college curriculum and instructional practice. W., 4:30-6:15 *Edward Power*

ED 771 Organization and Administration of Higher Education I (F: 3)

This course is designed to address patterns of organization and administration of institutions of higher education. Institutional characteristics and locus of decision-making will be examined. Th., 6:30-8:15 *Mary Griffin*

ED 772 Student Personnel-Student Development Administration in Higher Education (S: 3)

An interdisciplinary study and analysis of student personnel services and student development programs in higher education: The

course will focus on the historical evolution of the profession, an understanding of student development education, the implementation of theory in contemporary practice within the college environment, and ethical considerations. Special attention will be given to administration and programs in residence life. In addition, functions which relate to various dimensions of the institution and student life, such as admissions, registration, financial aid, development, and alumni relations will be considered. Field visits and talks by guest practitioners will be included as part of the course offering. Required course for M.A. candidates.

Th., 4:30–6:15

*Mary Kinnane***ED 773 College Teaching (S: 3)**

Planning, organizing, delivering, and evaluating learning experiences for college students will be examined with special emphasis on research findings and new technologies.

W., 4:30–6:15

*Mary Griffin***ED 774 The Community-Junior College (S: 3)**

An examination of the history, values, functions, and purposes of the community-junior college, with attention given to the relationship of the community-junior college to higher education and American society.

W., 6:30–8:15

*The Department***ED 775 Organization and Administration of Higher Education II (S: 3)***Prerequisite:* ED 771

This course is designed to review the inner workings and functions of specific aspects of the university. Such functions as admissions, alumni relations, and communications will be addressed.

Th., 6:30–8:15

*Mary Griffin***ED 776 Critical Issues Within Continuing Education (F: 3)**

Student demographics and trends for the eighties commit institutions to recruiting non-traditional students who seek the necessary tools to improve the quality of their personal and professional lives. Surveying the factors affecting this growth include determining organizational structure; assessing continuing education units; analyzing political complexities; uncovering unique adult learning styles and behavior; committing funds to adult learning programs; and encouraging cooperation between agencies. The comparative advantages of educational services offered by libraries, associations, businesses, proprietary schools and universities will be contrasted.

M., 7:00–8:45

*James Woods, S.J.***ED 778 Theories in Student Personnel-Student Development (F: 3)**

An intensive introduction to the literature in student personnel and student development, and related interdisciplinary fields. Basic concepts, philosophies, and current research in the field will be studied and discussed. Required course for all students in Higher Education.

Th., 4:30–6:15

*Mary Kinnane***ED 781 Student Teaching Moderate Special Needs (F, S: 3, 6)**

For students enrolled in the Special Educator Program. A minimum 8 week full-time practicum in programs for mild and moderate special needs children. Prerequisites include completion of all course and pre-practicum work and approval of the Program Director. Appli-

cations must be completed mid-semester prior to the practicum.

ED 782 Student Teaching: Severe Special Needs (F, S: 6)

A full-time practicum (5 days per week) for students enrolled in the Severe Special Needs Program. Students will have progressively increasing responsibility in a classroom with severely handicapped children, either ED or MR, depending upon program concentration. By the end of the practicum, students will demonstrate the ability to handle the day-to-day instructional and administrative classroom activities. Students will be expected to independently complete IEPs on students in their class as well as participate in core conferences. Applicants must have completed all course and field requirements and have the approval of their Advisor. Application procedures are to be completed the semester preceding this practicum through the Field Placement Office.

By arrangement

*Joan C. Jones***ED 783 Internship: Visually handicapped (F, S: 3)**

The advanced student in the Educator of the Visually Handicapped Program is assigned to a school for teaching/consultant experiences under the supervision of the cooperating school staff as well as B.C. Faculty.

By arrangement

*Richard M. Jackson***ED 791 Projects in Special Education and Rehabilitation (F, S, Summer: 1–3)**

Open to advanced graduate students only. Credits to be determined.

By arrangement

*The Department***ED 792 Electronic Travel Aids (Summer: 3–6)**

Provides training for teachers of orientation and mobility to enable them to teach the blind to use various sensory aids in conjunction with the long cane techniques. Curriculum includes classroom instruction and practicum experience. By permission only.

*The Department***ED 800 Readings and Research in History and Philosophy of Education (F, S: 3)**

Open only to advanced students in History and Philosophy of Education.

By arrangement

*The Department***ED 804 Analytical Research in Education (S: 3)**

This course is concerned with those principles and rules designed to guide investigators engaged in historical, legal, policy, and descriptive studies in gathering source materials, appraising them critically, and presenting a synthesis of the results. Qualitative rather than quantitative in methodological emphasis, this course is open to doctoral students whose research interests are not strictly experimental. Not offered 1988–89

ED 809 Education and Ethics: An Analysis of Contemporary Educational Issues

Within the context supplied by moral and educational philosophy that is sensitive to ethical considerations, many kinds of educational value can be understood. This understanding, this general theory of value, can lead to the resolution of important educational issues. The issues to be selected for analysis in this course will depend upon the students' major fields of

interest, but all will be critical, current and, sometimes, controversial.

Not offered 1988–89

*Edward Power***ED 811 Seminar on Effects of Early Experience (F: 3)**

This course is divided into two parts, both dealing with different types of early experiences. The first part deals with the recent status of heredity-environment controversies in the areas of race, social class and sex differences. The second part involves an in-depth analysis of stress factors during the early years. Poverty and methods of early intervention are discussed. Family stress factors such as divorce and day care are analyzed from a family systems approach, and the effects of alternative family-rearing patterns such as single parent families and step-families are analyzed.

W., 4:30–6:15

*Beth Casey***ED 813 Seminar on the Psychology of Parenthood and the Family (S: 3)**

The seminar will focus on individual differences in parental behavior. Topics will include parental life history, personality variables, social support, life stress and the marital relationship. The course will begin with an examination of theoretical perspectives (Psychoanalytic, social learning, attachment theory, an integrative view) and will then turn to a critical examination of current research on the psychology of parenthood and the family.

W., 4:30–6:15

*The Department***ED 814 Seminar in the Psychology of Adulthood (S: 3)**

Prerequisite: Permission of the instructor. Topics will include: historical and cross-cultural perspectives; life cycle theory; psychological needs; physiology; interpersonal relations; androgeny; sexuality; vocational needs; generativity; deviant behavior; family life; integrity and aging; facing death; and the special educational needs of adults.

M., 4:30–6:15

*John S. Dacey***ED 817 Seminar in Adolescent Psychology (S: 3)**

In addition to reviewing theory and recent research, students will participate in a research project on adolescence.

Not offered 1988–89

*John S. Dacey***ED 819 Educational Change: The Communication of Innovations (S: 3)**

This course will examine how change that effects occupational behavior takes place within organizations and individuals as a result of the intentional behavioral interventions of change agents. Both theoretical frameworks and case studies will be examined to help course participants obtain a perspective on possible roles they might take as educational change agents and the type of responses that might be expected from such interventions. Ways of obtaining both monetary funding and community/organizational support for innovation projects will be examined. A practicum will be required. *Prerequisite:* ED 720 or ED 914 or consent of instructors.

M., 7:00–9:00

*George T. Ladd***ED 821 Practicum in Science Education (Independent Study) (F, S: 3)**

A specialized course for graduate students wishing to carry out supervised independent curriculum development, inservice training of teachers, proposal writing, and/or research in the field of Science Education or related areas.

The seminar meetings will be devoted to discussions centering on the various student projects and their implications to each other and the field in general. The student is asked to get the consent of the instructor before registering for the course.

By arrangement

George T. Ladd

ED 829 Design of Research (F, S: 3)

This course considers topics pertaining to the conduct of research. Topics examined will include stating research problems and hypotheses, sampling strategies, operationalizing variables, ethical concerns in conducting research, and the limits of research. A large part of the course is devoted to methodological strategies associated with varied research designs, including qualitative, historical, single subject, survey, experimental, quasi-experimental, and correlational.

Fall: Th., 4:30–6:15

Peter Airasian

Spring: T., 4:30–6:15

Peter Airasian

ED 830 Directed Research in Religious Education (F, S: 3)

Readings, research and/or project implementation, under direction. Open only to candidates in the Religious Education Institute.

By arrangement

ED 839 Psychology of Adult Religious Development (S: 3)

Margaret Gorman

ED 840 Seminar: Professional Issues in Counseling Psychology (S: 3)

Prerequisites: Consent of instructor

An advanced seminar focusing primarily on ethical and legal issues in counseling psychology. Topics will also include: certification and licensing, accreditation, professional identity, the history of counseling psychology, and future developments in professional psychology. Open to doctoral students in counseling psychology.

By arrangement

Elizabeth Welfel

ED 841 Seminar in Evaluation and Research in Counseling (F: 3)

Prerequisite: Doctoral students in Counseling Psychology only. Sign up in McGuinn 315 in advance.

A study of experimental designs in psychotherapy research, uniformity assumptions, process-outcome confusion and criterion measurements. Methodological approaches include naturalistic-correlational studies and observations, generalist-manipulative and factorial designs as well as single case design. An examination of research on counselor characteristics, client variables and treatment approaches.

T., 3:00–4:45

Bernard O'Brien

ED 842 Seminar in Counseling Theory (S: 3)

Prerequisite: Doctoral students in Counseling Psychology only. Sign up in McGuinn 315 in advance.

An analysis of major theories of counseling and psychotherapy. Students will be asked to explore these theories from the perspective of their position in the history of psychology and in light of their current usefulness. The seminar will also focus on helping students integrate research and counseling techniques into a coherent frame of reference for their own work with clients.

By arrangement

The Department

ED 843 Seminar in Career Development (F: 3)

Prerequisite: ED 448 or equivalent. Sign up four months in advance in McGuinn 315. Boston College Doctoral students in Counseling Psychology only.

An examination of theory and research in career development. Theoretical emphasis is placed on developmental approaches to career choice throughout the life cycle. Research on the role of sex differences is also highlighted.

M., 4:30–6:15

Kenneth Wegner

ED 844 Seminar in Counseling Supervision (S: 3)

Prerequisite: Sign up in advance in McGuinn 315. Doctoral students in Counseling Psychology only.

Methods and techniques of supervising counselor trainees in counseling practicum, internship, or in-service training programs. Designed for the advanced graduate student who is planning to become a counselor supervisor or counselor educator.

W., 2:00–3:45

The Department

ED 846 Advanced Counseling Practicum (F, S: 3)

Prerequisite: ED 746 or equivalent

Students must sign up in McGuinn 315 at least four months in advance of enrollment. Placements are in off-campus sites and require the student to be available at least two days per week during normal working hours (Mon.–Fri. 8 a.m.–5 p.m.)

Work (200 clock hours) under supervision with clients needing counseling for any of the reasons usually occurring in an ordinary counseling agency. Boston College Counseling majors only.

Fall: By arrangement

Kenneth Wegner

Spring: By arrangement

The Department

ED 847 Advanced Practicum-School Psychology (S: 3)

Prerequisites: ED 747 or equivalent and consent of Francis Kelly

Students must sign up in McGuinn 315 at least four months in advance of enrollment. Placements are in off-campus sites and require the student to be available at least two days per week during normal working hours. Students work under qualified psychological supervision in a school, hospital, clinic, or in any location where exemplary learning experiences may be obtained. The facility or location of placement must concern itself with the evaluation, treatment and remediation of learning and adjustment difficulties of children between the ages of three and twenty-one.

Boston College School Psychology majors only.
W., 7:00–8:45

The Department

ED 849 Internship in Counseling Psychology (F, S: 1–2)

Prerequisite: Consent of Professor. Minimum of 400 clock hours of counseling practicum (e.g. ED 646, 746, 846). Sign up four months in advance in McGuinn 315. Boston College Doctoral Candidates in Counseling Psychology only.

Students must complete the equivalent of one full academic year in internship either half-time for four semesters (1 credit hour per semester), or full time for two semesters (2 credit hours per semester). Placement in an approved counseling setting for supervised psychodiagnostic and interviewing experience with

clients, group counseling and other staff activities.

By arrangement

849.01 (1 credit)

The Department

849.02 (2 credits)

The Department

ED 851 Qualitative Research Methodologies

The study of methodologies appropriate for educational problems which are of a sociological, anthropological, or cultural (cross-cultural) nature. Emphasis is placed on ethnographic methods including observation, case study development and/or analysis, action-research logs, transcript analysis, and expert testimony, among others. The course is designed for the study of those problems which cannot be treated appropriately using empirical or historical research.

M., 4:30–6:15

The Department

ED 852 Administrative Communication (S: 3)

This course is designed to help students acquire a better understanding of the process of communication, in general; to develop a deeper appreciation of the centrality of communication in administrative practice; and to improve personal skills in effective communication. Topics covered include the communication process, the effects of organizational structure on communication, trust, listening skills, small group communication, communicating styles, personality type and communication, conflict management, individual and group decision-making, nonverbal behavior, written communication and intercultural communications.

W., 4:30–6:15

Joseph Duffy, S.J.

ED 853 School Business Management (S: 3)

Prerequisite: ED 452

This seminar will consider in depth the major sources of school financial aid: local, state and federal. There will be special emphasis on the evaluation of the current state aid and federal programs. Students will focus on and observe at first-hand sound business management practices operative in selected school systems. Each student will complete a significant field study in one area of school business management.

M., 4:30–6:15

Vincent Nuccio

ED 858 Administrative Theory and Leadership II (S: 3)

Prerequisite: ED 755 or consent of the instructor

This course will briefly review theories of administration. Its focus will be on leadership styles (especially one's own) in today's educational milieu. Assessment instruments, case studies, and simulations will be used to address the study of leadership.

T., 4:30–6:15

Mary Griffin

ED 859 Projects and Research in Educational Administration, Curriculum, Instruction, and Supervision (F, S: 3)

Under the direction of a faculty member who serves as Project Director, a student develops and carries to completion a significant study. Approval by the faculty member is required prior to registration.

By arrangement

The Department

ED 860 Survey Methods in Educational and Social Research (S: 3)

Prerequisite: One year of statistics

The design of surveys, including sampling theory, and development of survey instruments, training of interviewers, interviewing, coding,

data reduction, data analysis, and report writing.

Not offered 1988–89

ED 861 Construction of Attitude and Opinion Questionnaires (F: 3)

This course is usually taken as the *first* of a two-course sequence with the second semester ED 860 Survey Methods in Education and Social Research (see above). Techniques for the construction and analysis of attitudinal and opinion questionnaires will be covered. Topics include Likert scales, Thurstonian scales, Guttman scales, ratio-scaling procedures. A survey instrument containing a variety of scales and analysis plans for a survey conducted using the instrument will be developed. The use of advanced computer data analysis systems.

Not offered 1988–89

ED 863 Internship in Educational Research (F, S: 1–3)

Students working toward a degree in Educational Research will be placed in one or more educational research settings to work with local staff and Department faculty in planning, conducting, analyzing and reporting phases of one or more projects relating to the evaluation of educational programs.

By arrangement

The Department

ED 871 Issues in American Higher Education (S: 3)

Examination of some of the major issues confronting American higher education, and of proposals for their resolution. Consideration of problems in such areas as institutional management as well as in the field of social policy.

T., 4:30–6:15

Lester Przewlocki

ED 877 (TH 877) (UN 877) Psychoanalysis and Ethics (F: 3)

See course description under Theology Department.

ED 878 The College, Courts and the Law (F: 3)

An examination of court interpretations of constitutional issues that affect higher education. Utilizing the case approach, the course will focus on topics such as due process for faculty and students, tenure, academic freedom, collective bargaining, and affirmative action.

T., 4:30–6:15

Lester Przewlocki

ED 879 Seminar on Innovations in the Higher Education of Women (F: 3)

The seminar will focus on the innovations and transitional phases of women's and men's roles, status, and life styles. Contemporary issues and research will be considered in this study of critical areas affecting higher education, students in the field, administrators, faculty, and counselors.

T., 7:00–8:45

Mary Kinnane

ED 880 Contemporary Issues in Special Education (S: 3)

An advanced seminar for doctoral students in Special Education and Rehabilitation. Students will research, compile, and present defensible positions on an array of contemporary problems and issues in special education and rehabilitation. Familiarity with pertinent literature will be emphasized, and stress will be placed on students' abilities to write at a professional level.

By arrangement

The Department

ED 881 Special Education Legislation and Regulations (F: 3)

This course will provide the student with a comprehensive overview of legislation and regulations in special education, together with an historical and current understanding of the role of the court in interpreting special education law. Topics to be covered include but are not limited to: the U.S. legal system and how it works; landmark court cases; basic components of federal legislation; due process and advocacy; special education funding; current legal issues and future trends.

By arrangement

James J. Cremins

ED 882 Vocational Assessment Strategies for Adolescents and Adults with Severe Special Needs (F: 3–S: 1)

This course reviews standardized, situational, and eco-behavioral assessment issues and strategies for adolescents and adults with severe special needs. Practical guidelines for applying intelligence/achievement tests, interest inventories, behavior rating scales, manual dexterity tests, and work samples are discussed. Market analysis, job analysis, task analysis, and discrepancy analysis techniques for community-based programs are emphasized. Actual use of each assessment tool and eco-behavioral technique is required.

Fall: T., 6:30–8:15

The Department

Spring: By arrangement

The Department

ED 883 Dissertation Seminar in Special Education and Rehabilitation (S: 3)

Prerequisite: Design of Research I or permission of the instructor.

Open to doctoral students in Education, this seminar is designed to assist them in the preparation of formal dissertation proposals. Guidelines for the development of topics suitable for empirical investigations will be provided. Each student will present a proposal draft for peer and faculty reaction, followed by a completed proposal for faculty review.

Offered Spring, 1990

The Department

ED 910 Projects in Educational Psychology (F: 3)

By arrangement

The Department

ED 911 Seminar in Cognitive Processes (F: 3)

This course focuses on a variety of approaches to understanding cognitive processes. Topics include: thinking and problem-solving, selective attention, perception, memory processes, meta-cognition and the relation between personality and cognition. There will be special emphasis on the development of these cognitive processes and on individual differences.

Not offered 1988–89

ED 913 Seminar in the Theories of Motivation

Prerequisite: Permission of the instructor
A study of traditional theories (James, McDougall, Freud, Murray, Harlow, Maslow, Cronbach) and contemporary motivational systems (drive-reduction, self-stimulation, approach-withdrawal, arousal and reinforcement). Particular attention will be given to implications for classroom procedures.

M., 4:30–6:15

John Travers

ED 915 Culture and Psychology (F: 3)

Prerequisite: Permission of the instructor
This is not a course in social psychology but an examination of the ways in which contemporary psychologies affect and determine con-

temporary life styles, and how the culture gets the psychology it deserves. A major premise of the course is that psychologists have taken over the job of the theologians and philosophers, and have given us a whole new set of values and guidelines. One avenue to be explored is the possibility that these new values not only fail to mend the social fabric but may serve as the chief cause of its unraveling. The role of Madame Defarge, moreover, can be played as effectively by the "humanistic" psychologists as by the behaviorists.

W., 4:30–6:15

Kirk Kilpatrick

ED 916 Seminar in the Theories of Child Development (F: 3)

Prerequisite: Permission of the instructor
An examination of the developmental sequence with particular emphasis upon physical, intellectual, emotional, and social aspects. Special attention will be given to particular topics or theories that illustrate either phases of development or emphasize the interrelated nature of development (for example, heredity, language development, and socialization).

Not offered 1988–89

ED 917 Seminar in Life Span Development (F: 3)

Students in this seminar will use longitudinal research studies to examine the coherence of individual differences from infancy through adulthood. Sources of continuity and discontinuity will be examined. Topics will include attachment relationships, personality, social, and cognitive development. Longitudinal studies examined will include the Berkeley Growth Studies, the Block Project, the Minnesota Project, the work of Michael Rutter and colleagues, and others.

W., 4:30–6:15

The Department

ED 940 Projects in Counseling Psychology (F, S: 3)

Open to advanced students only. Independent, directed study.

By arrangement

The Department

ED 941 Dissertation Seminar in Counseling Psychology (S: 3)

Prerequisite: Advanced Statistics and Research Design. Permission of the Instructor. Sign up previous semester in McGuinn 315.

Open to doctoral students in Counseling Psychology. Focus will be on research topics relevant to counseling psychology. Designed to assist students in preparation of a formal doctoral dissertation proposal. Students must present a draft proposal for faculty and student reaction. An acceptable dissertation proposal is required for completion of the course.

By arrangement

The Department

ED 950 Dissertation Seminar in Curriculum, Instruction and Administration (F, S: 3)

This is a student-centered seminar which is aimed at assisting doctoral students in identifying, shaping, and defining a research topic. Students will be expected to develop an Intent to Propose a Thesis and work toward the development of a full-scale draft of a Thesis proposal. Prior to the completion of the seminar, students will be expected to have established their Thesis Committee.

Th., 7:00–8:45

Vincent Nuccio

ED 953 Advanced Seminar in Supervision (S: 3)

An advanced seminar for doctoral students in Curriculum, Instruction and Administration,

or with permission of professor. This seminar will concentrate on current and recent major issues in the area of supervision and evaluation. Students will submit papers and give oral presentations on selected topics. Knowledge of current research and literature will be stressed. Attention will be given to the application of supervision and evaluation as these areas relate to the entire school system. Participants will complete a project which involves a field study in a selected school system.

Th., 4:30–6:15

Raymond Martin

ED 956 Legal Aspects of Educational Administration II (S: 3)

A survey of current legal concepts concerning the rights, duties and liabilities of school administrators in such areas as contracts, the management of school funds and property, staff and pupil-personnel administration, tort liability of educational agencies and employees, etc. The major focus is on policy-making decision at the superintendent and/or principal level.

This is an advanced course to follow ED 456 and is most useful to principals, superintendents and central office personnel.

M., 6:30–8:15

Lester Przewlocki

ED 958 Internship in Educational Administration (F, S: 3–6)

A two-semester guided field experience consisting of 300 clock hours for students enrolled in Doctoral programs. (Advisor and student should plan for the internship when developing the doctoral program and the type of placement and role description should be determined.) Application is to be completed by April 15 for fall semester placement and by November 15 for spring semester placement. Interns will be assigned a faculty supervisor and a cooperating practitioner assigned by the sponsoring agency. Interns will maintain a journal of reflections on professional aspects of the experience and keep a log of time spent in specific activities. Three self-evaluations will be completed during the experience and submitted to the faculty advisor and cooperating practitioner. Interns will be evaluated by the faculty advisor and cooperating practitioner.

The internship experience (300 clock hours) may be used as the field experience requirement for the purpose of certification in one area of administration. The areas are listed under the course description for ED 750. If you intend to use the internship for the purpose of certification you must declare the intent. The Department of Education must clear and authorize the placement site for the internship and proper paperwork must be submitted. If you wish certification in a given area you must complete the courses required for the certificate. It is critical that you work closely with your advisor to insure that all the necessary courses are completed.

By arrangement

Raymond Martin

ED 960 Seminar in Educational Measurement and Research (F: 3)

Consideration of recent literature dealing with theoretical and procedural developments in measurement, evaluation, and research methodology.

M., 4:30–6:15

Larry Ludlow

ED 961 Projects in Educational Research and Measurement (F, S: 1–3)

Open to advanced students only. Credits to be determined.

By arrangement

The Department

ED 969 Teacher Education: A Global Perspective (F: 3)

The children we are educating today will live in an entirely new world tomorrow. Learning and teaching will have to encompass new methodologies, new skills, new attitudes, and new values necessary to live in a world of rapid change. Issues are global in size and require far reaching changes in teaching and learning. Teachers must possess a global perspective or run the risk of preparing children for a world that is obsolete. This course will introduce new global perspectives and discuss the meaning of innovative and alternative education. This course will be directed toward school administrators and teacher educators.

Offered Friday 4:30–7:30, Saturday 9:00–3:00 on Sept. 30, Oct. 1, Nov. 4, 5, Dec. 2, 3.

Sr. Clare Fitzgerald

ED 975 Internship in Higher Education (F: 3–S: 3)

Majors in higher education will select an educational research setting in an on-campus or off-campus setting. Under professional supervision the student will participate in the day-to-day work of the office submitting a final report of activities.

By arrangement

Mary Kinnane

ED 981 Supervised Internship: Special Education and Rehabilitation (F, S: 1–3)

Students serve as interns in local, state, federal and/or private schools or agencies under the direction of a faculty member and cooperating personnel.

For advanced graduate students only.

By arrangement

The Department

ED 988 Dissertation Direction (F: 3–S: 3)

Prerequisite: Consent of academic advisor

All advanced doctoral students are required to register for six credit hours of dissertation direction.

By arrangement

The Department

ED 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree or the D.Ed. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. This registration entitles them to use of university facilities (library, etc.) and the privilege of auditing informally (without record in the graduate office) courses which they and their advisers deem helpful. Tuition must be paid for courses formally audited or taken for credit. When registering for ED 999, students must use the section number assigned to their dissertation directors to assure proper recordkeeping.

The Department

English

Faculty

Professor Leonard R. Casper, A.B., A.M., Ph.D., University of Wisconsin

Philomatheia Professor P. Albert Duhamel, A.B., College of the Holy Cross; A.M., Boston College; Ph.D., University of Wisconsin

Professor Anne D. Ferry, A.B., Vassar College; A.M., Ph.D., Columbia University

Professor Richard E. Hughes, A.B., Siena College; A.M., Boston College; Ph.D., University of Wisconsin

Professor John L. Mahoney, A.B., A.M., Boston College; Ph.D., Harvard University

Professor John J. McAleer, A.B., A.M., Boston College; Ph.D., Harvard University

Professor Kristin Morrison, A.B., Immaculate Heart College; A.M., St. Louis University; Ph.D., Harvard University

Professor Richard J. Schrader, A.B., Notre Dame University; A.M., Ph.D., Ohio State University

Professor E. Dennis Taylor, A.B., College of the Holy Cross; A.M., Ph.D., Yale University

Professor Judith Wilt, A.B., Duquesne University; Ph.D., Indiana University

Associate Professor Joseph A. Appleyard, S.J., A.B., Boston College; Ph.D., Harvard University

Associate Professor Henry A. Blackwell, A.B., Morgan State College; M.A., Ph.D., University of Chicago

Associate Professor Rosemarie Bodenheimer, A.B., Radcliffe College; Ed.M., Harvard University; Ph.D., Boston College

Associate Professor Adele M. Dalsimer, A.B., Mt. Holyoke College; M.S., Hunter College; Ph.D., Yale University

Associate Professor Paul C. Doherty, Chairperson of the Department
A.B., College of the Holy Cross; A.M., Boston University; Ph.D., University of Missouri

Associate Professor Dayton Haskin, A.B., University of Detroit; A.M., Northwestern University; B.D., University of London; Ph.D., Yale University

Associate Professor Robert Kern, A.B., City College of New York; A.M., Ph.D., Harvard University

Associate Professor Paul Lewis, A.B., City College of New York; A.M., University of Manitoba; Ph.D., University of New Hampshire

Associate Professor Joseph A. Longo, B.S., M.Ed., A.M., Ph.D., Rutgers University

Associate Professor Robin R. Lydenberg, A.B., Barnard College; A.M., Ph.D., Cornell University

Associate Professor John F. McCarthy, A.B., Harvard University; A.M., Ph.D., Yale University

Associate Professor John H. Randall, III, A.B., Columbia University; A.M., University of California at Berkeley; Ph.D., University of Minnesota

Associate Professor Robert E. Reiter, A.B., St. Bonaventure University; Ph.D., University of Michigan

Associate Professor Cecil F. Tate, A.B., University of Maryland; A.M., Ph.D., Emory University

Associate Professor Andrew J. Von Hendy, A.B., Niagara University; A.M., Ph.D., Cornell University

Associate Professor Christopher P. Wilson, A.B., Princeton University; Ph.D., Yale University

Associate Professor William Youngren, A.B., A.M., Ph.D., Harvard University

Assistant Professor Raymond G. Biggar, A.B., Bowdoin College; M.A.T., Harvard University; Ph.D., University of Wisconsin

Assistant Professor Robert L. Chibka, B.A., Yale University; M.F.A., University of Iowa; M.A., Ph.D., Cornell University

Assistant Professor Mary Thomas Crane, A.B., Harvard College; A.M., Ph.D., Harvard University

Assistant Professor Frances L. Restuccia, B.A., M.A., Occidental College; Ph.D., University of California at Berkeley

Assistant Professor Alan Richardson, A.B., Princeton University; A.M., Ph.D., Harvard University

Assistant Professor Jennifer A. Sharpe, B.A., Ph.D., University of Texas at Austin

Assistant Professor Francis W. Sweeney, S.J., A.B., College of the Holy Cross; Ph.L., Weston College; A.M., Boston College

Assistant Professor James D. Wallace, B.A., Earlham College; M.A., Bread Loaf School of English; Ph.D., Columbia University

Program Description

Master of Arts Program

Students seeking the degree of Master of Arts in English will be expected to complete satisfactorily the requirements in courses granting at least 30 hours of graduate credit, three of which must be in a course on Bibliography and Methodology, and to pass two examinations in the following order: a written examination to demonstrate their ability to read a foreign language, and an oral examination on the continuity of English and American Literature.

As an option, up to six of the required 30 hours of graduate credit may be directed to courses of independent study resulting in a longer paper either critical or creative in nature. Students wishing to pursue this option should consult with the Program Director early in their graduate careers.

The examination in foreign languages will be offered each semester and at the end of the summer session. The candidate may elect to take it in a wide range of languages related to an area of special interest. The written examination may be waived if the candidate can supply proof of proficiency in a language other than English in the form of an undergraduate transcript carrying credits for the completion of at least six semester hours in an advanced course with grades of B or better; or College Entrance Examination Board scores indicating upper-percentile achievement.

The oral examination, based upon a list of books intended to be representative of the historical scope of English and American Literature is offered each semester and may be taken only after the candidate has completed all course requirements and the foreign language examination.

Copies of the list of titles upon which the candidate will be expected to stand examination are available upon registration from the

Department. Students are advised to make use of the Departmental counseling services in order to help them prepare for this examination by making an informed choice of the courses regularly available to them.

Admission to all Master's programs in English presupposes prior submission of all previous undergraduate transcripts, as well as transcripts of all previous graduate work and letters of recommendation. Graduate Record Examination (GRE) scores, including both the Aptitude Scores and the Achievement Scores in English are strongly recommended, not required.

Master of Arts in American Studies

American Studies at Boston College is an interdepartmental program leading to the Master of Arts degree. Cooperating faculty include members of the English, History, Political Science, Sociology and Fine Arts departments. Admission of any applicant will be determined by *both* the major department and the American Studies Committee.

The Program is designed to encourage an understanding of the American experience by bringing students to an integrated view of American Culture. Candidates concentrate in a major department, while integrating the methods of interdisciplinary work developed in a year-long colloquium and seminar in the literature and practice of American Studies. In addition the student is required to take twelve hours of graduate work in his major field, and nine in a field related to that major interest. A culminating master's project will allow the student, in consultation with an advisor, to pursue a topic of special interest. At the end of a student's course of study, the Master's candidate undergoes an oral examination testing his ability to synthesize several areas of knowledge.

The Program also has several extracurricular dimensions. It has been a focal point for programs drawing upon the cultural resources of the Boston area. In recent years, the Program has sponsored a Teacher's Institute in Boston history, and the Architectural Heritage Program's summer course sponsored by the Commonwealth of Massachusetts.

Master of Arts in Teaching

The Department, in cooperation with the School of Education, offers a program leading to the degree of Master of Arts in Teaching. In addition to the usual 15 graduate hours in English, students in this program must pass the Department's written examination to demonstrate their ability to read a foreign language and an oral examination on the continuity of English and American literature.

Graduate Assistantships and Teaching Fellowships

Students in the first year of the M.A. program are eligible to receive financial aid, consisting of Graduate Assistantships or Teaching Fellowships. Second year students are eligible for Teaching Fellowships, conferring a stipend and partial remission of tuition.

Certificate of Advanced Graduate Study

The Certificate of Advanced Graduate Study in English is a permanent part-time program primarily intended for English teachers who

wish to extend and broaden their professional preparation beyond the requirements of a Master's degree, but it is also flexible enough to meet the needs of the many who may wish to continue their education through further cultural study.

The Certificate will be awarded upon the completion of 30 graduate credit hours, at least half of which must ordinarily be in English Department courses. The balance can be taken in any related areas like history, philosophy, classics, modern languages or art which may be of particular interest or usefulness to the teacher concerned with developing specialized courses or the general student interested in exploring new areas.

To provide for the needs of the in-service teacher whose professional development is the continuing concern of this program, the English Department regularly schedules courses in the latter part of each afternoon on a wide variety of periods and authors. The program also provides opportunities for independent directed-study courses which may be tailored to meet the needs of special students.

Doctor of Philosophy Program

No more than four students will be admitted to the doctoral program each year. The small number of students makes possible a flexible program, individually shaped to suit the interests and needs of each student.

All students accepted into the program receive stipends and tuition remission. Fellowships are renewed for four years as long as the student is making satisfactory progress toward completion of requirements for the degree.

Course Requirements

The only specified course requirements are four doctoral seminars to be taken in the first six semesters. The remainder of the student's program may include other graduate courses in the English Department or courses in related disciplines, and independent study with members of the faculty in subjects not included in the other graduate course offerings.

Language Requirement

The Ph.D. language requirement may be fulfilled in two ways:

1. Passing the Departmental reading examination in two languages.
2. Demonstrating a fuller knowledge of a single language by passing a reading examination and writing a scholarly paper on a literary topic involving problems of language or style. With the approval of the English Department examiner in a given language, the paper may be one written for an advanced language course.

Examinations

Students are required to pass one major field examination and three minor field examinations. Students planning to take an examination must consult with the Advisor to the program, who will appoint three examiners to hold a preliminary planning meeting with the student. At or before the preliminary meeting the student will submit to each examiner a tentative list of titles to be included and a definition of the subject, scope, and form of the proposed examination. These matters will be

discussed, modified if necessary, and approved at the preliminary meeting.

A *major examination* consists of a two-hour oral examination in a substantial field of English or American literature.

A *minor examination* is narrower in scope and normally runs one and one-half hours. It may consist of a oral or written examination on a reading list, but students are also encouraged to choose forms for minor examinations that approach the material with a particular pedagogical or scholarly end in view, for example, defense of a course or plan for an anthology; or a lecture or essay which provides the focus for discussion with the board of examiners.

All examinations are graded according to the University scale for graduate examinations. The chairperson of the examining board submits the grade immediately and prepares, as soon as possible, a written evaluation of the examination for the student and the departmental records. Other members of the board may also submit individual reports.

Teaching

Students are required to teach two one-semester undergraduate courses under the supervision of a member of the faculty. For at least one of the semesters the student will teach in an individually designed section of the departmental Freshman English course in critical reading and writing. For the other semester the student may continue to work in this program or may teach a course of the student's own design for more advanced undergraduates, or may work in a course for beginning English majors in cooperation with a member of the faculty and other doctoral students who will discuss and try out various ways of teaching literature.

The Dissertation

The student is required to write a dissertation of monograph or book length. The student should first consult with the faculty member he or she wishes to direct the dissertation, and then inform the Advisor to the program, who will propose second and third readers in consultation with the student and dissertation director. After preliminary research the student will submit to the three proposed readers a prospectus consisting of a brief essay defining the topic for the thesis and a bibliography. Approval of the prospectus constitutes formal acceptance of the topic and establishment of the board of readers.

Students are responsible for acquainting themselves with all University requirements, fees, and deadlines pertinent to thesis submission and graduation. This information can be obtained from the English Department office or the University Registrar's office.

The Ph.D. Colloquium

A student committee organizes and schedules monthly Ph.D. Colloquiums, at which faculty members, outside speakers, or doctoral students lead discussions of literary topics. Graduate students and faculty are invited.

Course of Study

The Ph.D. program is designed so that it may be completed in four years. Each student plans and paces an individual course of study

in consultation with the Advisor to the program.

Students should keep the following guidelines in mind (counting each required seminar, examination, semester of teaching as one unit):

2 to 3 units should be completed by the beginning of the second year;

5 to 7 units should be completed by the beginning of the third year;

10 units and the language requirement should be completed by the beginning of the fourth year.

The fourth year should be largely devoted to the dissertation, but the student is urged to choose a topic, consult with a thesis director, and begin work before the end of the third year, even if an examination remains to be passed.

Course Offerings

Elective Course Open to Both Graduates and Undergraduates

EN 609 Medieval Survey (S: 3)

The aim of the course is to survey the best and most significant literature written in English from the 12th through the 15th centuries, excluding Chaucer. Readings will be mostly in Middle English, with some modernization. Such works as Layamon's *Brut*, *The Anchoresses' Rule*, *The Fox and the Wolf*, *The Land of the Cockayne*, *Handling Sin*, *Sir Orfeo*, the alliterative *Morte Arthure*, Barbour's *The Bruce*, *The Pearl*, *Piers the Plowman*, *Sir Gawain and the Green Knight*, and Malory's *Morte darthur* will be read in full or in part. Relevant cultural, social, and political background will be discussed. This course requires a cheerful willingness to tackle the challenges of an earlier stage of English.

Raymond Biggar

EN 614 Major Literary Criticism (S: 3)

This course will attempt to develop and investigate some of the most important and enduring problems of literary criticism through the careful reading of a number of classic and modern critical texts. The problems will include the relation of imitation to expression, the respective roles to be played by reason and emotion, and the moral function (or lack of it) of literature. Among the authors read will be Aristotle, Longinus, Horace, Sidney, Dryden, Johnson, Coleridge, Arnold, Eliot, and Richards. Classes will be conducted almost entirely in discussion.

William Youngren

EN 673 Modern Drama (S: 3)

A study of major trends in British drama since World War II, including plays by John Osborne, John Arden, Harold Pinter, Tom Stoppard, and Caryl Churchill.

Kristin Morrison

EN 699 Old English (S: 3)

A survey of English literature from the beginnings to 1066. The language will be learned while selected prose texts are read; followed by a number of poetic masterpieces such as *Battle of Brunanburh*, *Battle of Maldon*, *Judith*, *Wanderer*, *Seafarer*, *Wife's Lament*. Other poems, including *Beowulf*, may be dealt with partly or wholly in translation.

Richard Schrader

Graduate Courses

EN 045-046 English for Foreign Students, Graduate Level (F, S: 0)

This course is designed for graduate students and Visiting Scholars whose native language is not English. It is offered both Fall and Spring semesters, on a non-credit basis, free of charge; spouses of graduate students and Visiting Scholars are also welcome to attend. One class meeting a week focuses on listening and speaking skills, including pronunciation, idiomatic use, and understanding rapid casual speech. The second class meeting serves as a workshop for improving academic writing skills.

EN 702 Renaissance Literature of Love (S: 3)

This course will focus on a number of works written in England during the sixteenth and seventeenth centuries which in various ways deal with love. We will read lyric poems, plays, prose works, and book 3 of Spenser's *Faerie Queene*. A central concern of the course will be to place these works in their political and cultural contexts in order to explore the ways in which they reflect and reinforce changing attitudes toward human relationships.

EN 708 Introduction to Contemporary Theory (S: 3)

This course is designed to help graduate students in literature become familiar with some major trends in contemporary critical theory. Because an attempt to cover all aspects of this field is bound to produce confusion, vertigo, nausea, and despair, we will concentrate on only three areas: deconstruction, psychoanalytic criticism, and feminism. Readings will include texts by such figures as Barthes, Derrida, Kristeva, Miller, Freud, Lacan, Irigaray, Gilbert and Gubar, Cixous, and others. To prevent us from becoming lost in the outer space of abstraction, we will study some examples of the practical applications of these three forms of literary theory in textual analysis.

Robin Lydenberg

EN 710 Problems in Shakespearean Scholarship (S: 3)

A detailed consideration of *Richard III*, *Richard II*, *The Tempest* and *Hamlet* as representative of Shakespeare's work in various genres and periods of development as well as illustrations of some of the persistent problems in Shakespearean scholarship.

P. Albert Duhamel

EN 711 Reading and Teaching Poetry (S: 3)

Focusing on some of the major lyric poems in the English and American traditions, this course is designed both to allow students to develop their skills as readers of poetry and to generate strategies and models for the teaching of poetry. Through class discussion and a variety of written exercises, we will deal with the linguistic, structural, and prosodic means by which poets train their readers to apprehend their meanings.

Robert Kern

EN 715 American Fiction to 1860 (S: 3)

"The map of America is not historical; and, therefore, works of fiction do not take root in it; for the fiction, to be good for anything, must not be in the author's mind, but belong to the age or country in which he lives. The genius of America is essentially mechanical and modern." William Hazlitt offered this assess-

ment of the potential for American fiction in 1829, thirty years after the publication of Brown's *Wieland*, a decade after Irving's *Sketch Book* and Cooper's *Precaution* appeared, within a year of the publication of both Poe's *Al Aaraaf*, *Tamerland* and *Minor Poems* and Hawthorne's *Fanshawe*. In the decades between 1829 and 1860, American writers continued to draw on both their individual resources and on a culture already rich in history and myth, demonstrating that the genius of America was not only mechanical but also imaginative. This course will follow the development of American fiction in the works of such writers as Brown, Rowson, Cooper, Poe, Hawthorne, Fern, Stowe, and Melville.

Paul Lewis

EN 716 Shakespeare and Donne (F: 3)

The study of these writers will focus especially but not exclusively on works that place them as contemporaries. Readings will include Shakespeare's *Sonnets*, *Romeo and Juliet*, and *Much Ado About Nothing*, and Donne's *Songs and Sonnets*, *Elegies*, and *Divine Poems*. The course will involve an explicitly theoretical component: we will explore issues in reception-history and compare old and new historical methods.

Dayton Haskin

EN 729 18th Century Narrative Modes (F: 3)

A consideration of narrative form in 18th century England. We will surround several novels with selection from genres such as satire, poetry, travel literature, biography, diary, essay and painting in an attempt to appreciate their interrelation and the wide range of narrative values and uses in the century that gave birth to the English novel. Works by DeFoe, Swift, Addison, Pope, Fielding, Johnson, Boswell, Sterne, Radcliffe and others.

Robert Chibba

EN 732 Major Irish Writers (F: 3)

Selected writings of Yeats, Synge, and O'Casey will be studied, and their places in Irish literary tradition considered.

Adele Dalsimer

EN 735 British Romantic Poets (S: 3)

The development of Romanticism in 19th century England. The course will concentrate on close reading and analysis of the major poetry and literary theory of Wordsworth, Coleridge, and Keats. There will also be a continuing consideration of important philosophical and historical backgrounds.

John Mahoney

EN 741 Romance in Late 19th Century (F: 3)

A course centering on the writings of the major Victorian prophets and critics—Carlyle, Ruskin, Arnold, Pater—and the ramifications of their literary influences in the poetry and prose of Tennyson, Browning, Rossetti, Morris, Hopkins, Wilde, Yeats, and others.

John McCarthy

EN 744 Family Drama in 19th Century Fiction (S: 3)

The tensions, constraints, problems, and oppositions of family drama examined in six major novels, *Pride and Prejudice*, *Mansfield Park*, *Persuasion*, *The Warden*, *Barchester Towers*, and *Framley Parsonage*. Course focuses attention on social customs, cultural shifts, the nature of change, and controlling underlying symbolic structures as well as the commitments readers are to observe.

John McAleer

EN 804 (AS 724) Coll: American Studies (F: 3)

The colloquium considers a wide range of readings that represent key avenues of approach to the interdisciplinary study of culture. Additional time will be spent examining the nature of the field of American Studies and its present state.

James Wallace

Interested students may inquire about the Program by writing directly to: Director, American Studies Program, Carney 455, Boston College, Chestnut Hill, MA 02167

EN 806 1880-1940 Country and City in American Fiction (S: 3)

A survey of major fiction from the Civil War to World War II, concerned primarily with fictive contrasts between urban and rural life. The course will begin by reading relevant criticism (Marx, Empson, Williams) on this contrast, on the pastoral, and on representation generally, and then turn to fiction. Writers covered include William Dean Howells, Mark Twain, Sarah Orne Jewett, Theodore Dreiser, Richard Wright, Ralph Ellison and others.

Christopher Wilson

EN 841 Recent Fiction by American Women (F: 3)

Study of resilience in fiction by such writers as Tillie Olsen, Joan Didion, Joyce Carol Oates, Toni Morrison and others with some attention paid to precedents set by Katherine Anne Porter and Eudora Welty.

Leonard Casper

EN 847 Modern European Fiction (F: 3)

A study of the modern European novel. We will begin with James, work through Ford Madox Ford, Proust, Gide, Mann, Forster, and Woolf, and end with Kafka, a progression that will enable us to examine modernism in full force as well as to look at the fringes of this movement—psychological realism (James) and post-modernism (Kafka). Crossing national boundaries, we will also attempt to get at modernist effects produced by cultural differences: must we speak of modernisms? Theoretical texts on such questions, along with essays on individual authors, will be part of our primary reading.

Frances Restuccia

EN 848 Myth in Modern Literature (S: 3)

The explosion of interest in myth at the turn of the century, especially in the fields of anthropology and psychology, led to its widespread employment among modernist writers. The course will examine myth in T. S. Eliot's "The Waste Land," D. H. Lawrence's *The Rainbow*, James Joyce's *Finnegans Wake* and Hermann Broch's *The Death of Virgil*.

Andrew Von Hendy

EN 882 Bibliography and Method (F: 3)

A course for first-year graduate students designed to introduce them to the tools of their profession, and to develop their skills in bibliography, scholarship, and criticism. Limited enrollment

Robert Reiter
Richard Schrader

EN 899 Readings & Research

EN 912 Doctoral Seminar: Political and Religious Romance in 19th Century English Novel (S: 3)

The seminar will explore the fate of "romance" (as genre, as set of ideals, as a form of eroticism) in that heterodox genre "the novel," especially as romance meets the explosive materials of national and international politics and religion. The course will also foreground

the history of "history" in the novel: we will read Scott's *Old Mortality*, Thackeray's *Henry Esmond*, Dickens' *Tale of Two Cities*, Brontë's *Villette*, Gaskell's *North and South*, Eliot's *Felix Holt* and *Daniel Deronda*, Meredith's *Diana of the Crossways*, Ward's *Helbeck of Banisdale* and Conrad's *Lord Jim*.

Judith Wilt

EN 913 Doctoral Seminar: Studies in 20th Century Poetry (F: 3)

An examination of some important trends in 20th century poetry with a special emphasis on Hardy, Eliot, Stevens and Williams. However, related schools of poets will also be considered.

Dennis Taylor

EN 998 Doctoral Comprehensive (F: 0-S: 0)

By arrangement

EN 999 Doctoral Continuation

By arrangement

Fine Arts

Faculty

Professor Pamela Berger, A.B., A.M., Cornell University; Ph.D., New York University

Professor Marianne W. Martin, A.B., Hunter College; A.M., Ph.D., Bryn Mawr College

Professor John Steczynski, B.F.A., Notre Dame University; M.F.A., Yale University

Professor Josephine von Henneberg, Doctor in Letters, University of Rome

Associate Professor Kenneth M. Craig, Chairperson of the Department B.A., M.A., Ohio State University; Ph.D., Bryn Mawr College

Associate Professor Jeffery W. Howe, A.B., Carleton College; Ph.D., Northwestern University

Associate Professor John Michalczyk, A.B., A.M., Boston College; M.Div., Weston College School of Theology; Ph.D., Harvard University

Associate Professor Michael W. Mulhern, B.F.A., University of Dayton; M.F.A., Columbia University

Assistant Professor Elizabeth G. Awalt, B.A., Boston College; M.F.A., University of Pennsylvania

Visiting Artist Andrew Tavarelli, B.A., Queens College

Program Description

Although the Fine Arts Department does not offer an advanced degree, the courses listed below as well as some of those found in the Undergraduate Catalog can be taken for graduate credit upon application to the Department. These offerings may provide complements for the various interdisciplinary and special programs offered by the University.

Course Offerings

FA 311 (CL 219) Greek Art and Archaeology (F: 3)

The art of the ancient Greeks is the visible testimony of one of the great ages of man. Drawing on mythological tradition for its subjects and exhibiting an ever-changing and evolving

style, Greek art embodies the highest artistic ideals of the Western world. This course will present major aspects of Greek art from the Archaic to the Hellenistic periods with special emphasis on art in Athens in the age of Pericles. Archaeological material will be covered primarily in relation to the major artistic monuments.

Kenneth Craig

FA 332 The Age of Leonardo, Michelangelo and Raphael (S: 3)

The "High Renaissance" was of relatively brief duration, yet it attained a level of creative accomplishment that served as a model for generations to come. The works of the leading masters of this era will be examined as well as their influence on subsequent artists.

Josephine von Henneberg

FA 341 Bosch to Bruegel (S: 3)

Sixteenth-century art in the Netherlands from the perplexing and enigmatic paintings of Hieronymus Bosch to the genial works of Pieter Bruegel the Elder. This course will focus on artistic themes and ideas in a century of religious and social upheaval and will study the impact of German and of Italian Renaissance art on Netherlands masters.

Kenneth Craig

FA 342 Age of Rembrandt (S: 3)

The golden age of Baroque painting in Holland will be studied against the historical background of changing patterns in religious thought, political alliances and patronage. Focus will be on Hals, Rembrandt and Vermeer as well as on the development of genre and landscape.

Kenneth Craig

FA 353 Romantic Era (S: 3)

The course begins with a consideration of anti-Rococo developments in terms of Neoclassic reform and new moralizing tendencies. Special attention is given to Goya and to David and to the Romantic aspects of Neoclassicism as seen in Canova and Ingres. The diverse phenomena of Romanticism are studied in the art of England, Germany, and France, with attempts to distinguish national characteristics in masters like Blake, Friedrich, and Delacroix. The development of Romantic landscape painting from its eighteenth century origins through such artists as Constable, Turner, and Corot is also stressed.

Jeffery Howe

FA 355 From Gauguin to Dali: Late 19th and Early 20th Century Art (F: 3)

From an examination of the diverse reactions to Impressionism in the 1880's the course proceeds to a discussion of *art nouveau*, sculptural trends around 1900, to the rise of Expressionism in France and Germany. The creation of Cubism, Italian Futurism, the evolution of abstract art are traced, and, finally, the anti-rational currents from Dada to Surrealism are analyzed.

The Department

FA 356 Art Since 1945 (S: 3)

This course will survey the history of painting and sculpture from 1945 to the present. Developments in American art will be emphasized.

The Department

FA 381 Propaganda Film (S: 3)

From its very birth in 1895 cinema has been used internally as a "celluloid weapon." This course provides on one hand an analysis of approximately 10 films and their parallel literary works of socio-political nature to support this fact, and on the other hand, the context of the myths which yield these films—Communism/

anti-Communism, Fascism/anti-Fascism. Classes with feature films are usually 1 1/2 hrs. in length. No prerequisites.

John Michalczyk

FA 384 History and Art History into Film (F: 3)

This course will provide an introduction to the creation of authentic historical films. We will start with an exploration of the kinds of historical and art-historical sources that could be inspirational for scripting, and go on to look at the scripting process itself. Then the students will be introduced to script breakdown, location scouting, shooting schedules, making the "board," budgeting, funding, production design, and costume research. Possible student projects will entail art-historical research related to costumes, props or possible architectural ambiances for such films, the making of shooting schedules and "boards;" research into appropriate musical themes; etc.

Pamela Berger

FA 391 Museum Studies (F: 3)

An introductory survey of the history, theory, and social functions of museums and aspects of museum works, such as acquisition, conservation, exhibition and cataloguing. Class time will be devoted largely to visits to local institutions for talks with their staffs and firsthand study of their operations. The major class project may be the organization and installation of an exhibition in the Boston College Gallery. Previous work in art history is recommended.

The Department

FA 401 Seminar in Art Historical Research (F: 3)

The seminar aims to acquaint the student with the bibliography and research methods necessary for scholarly work in art history. The student prepares a substantial research paper under the direction of the professor and presents it orally to the class.

Jeffery W. Howe

FA 403-404 Independent Work (F: 3-S: 3)

This course may be offered from time to time to allow students to study a particular topic which is not included in the courses that are offered.

The Department

Studio Art (including Film and Photography)

FS 301-302 Drawing IV-Drawing V (F: 3-S: 3)

Prerequisite: FS 204 or permission of the instructor.

The course uses the human figure to expand students' abilities in the direction of more expressive and more individualized drawing skills. In addition to working from the live model in class, the first semester includes anatomical studies, and the second semester stresses stylistic and spatial experimentation, seeing the figure as a component within a total composition.

John Steczynski

FS 307-308 Drawing VI-Drawing VII (F: 3-S: 3)

Prerequisite: FS 302 or permission of the instructor.

The course is for students who want to explore advanced problems through drawing. Through this process, they are expected to develop an individual direction, preferably related to work they are doing in other areas. Ultimately they should be creating major works in various media on paper. There will be an interchange of

ideas in class through in-department discussions and crits.

Andrew Tavarelli

FS 323-324 Painting IV-Painting V (F: 3-S: 3)

Prerequisite: FS 223-224 or permission of the instructor

This course is designed for more advanced students who are familiar with the fundamentals of painting and wish to broaden and strengthen this foundation. The format of the course is similar to Painting III but differs in the sophistication and complexity of the painting issues covered. Students are encouraged to begin to work toward more personal means of painting.

The Department

FS 344 Ceramics III—Vessels/Wheelthrowing (F: 3-S: 3)

No prerequisite

Emphasis is placed on the development of ideas pertaining to vessels/containers. This covers a range of issues from function to metaphor which allows for sculptural and painterly adaptations. Fundamentals of throwing on the potter's wheel along with various handbuilding and glaze techniques will be demonstrated through the semester. During the second semester specific projects are given which assist the student in developing throwing skills at an advanced level and/or assist in the further development of other container ideas.

Mark Cooper

FS 345, 346, 347, 348 Advanced Ceramics II, III, IV, V, VI, VII (F, S: 3)

This is a ceramics course established to assist the individual in his or her aesthetic pursuits. The student may arrange class times Wednesday or Thursday. Instruction will be given on an individual level appropriate to the student's previous ceramic experience. The student will be given a private space within the ceramic area. Along with developing an aesthetic, the student will be assisted in understanding and creating clays and glazes as well as kiln firing and construction.

Mark Cooper

FS 363 Photography III (S: 3)

Prerequisite: FS 261-262 or permission of the instructor

This course is designed for those with a strong commitment to still photography as a creative discipline. The course will concentrate on traditional and non-traditional photographic image-making, with extensive darkroom production and field trips. The class will act as a forum for critiquing work and for presenting historical and contemporary slides. 35mm camera is required. Class limited to 15 students.

Charles Meyer

FS 385-386 Independent Work (F: 3-S: 3)

A course allowing students who have sufficient background to progress to a higher level or in a more specialized area than other courses allow. The student works independently, under the direction of a member of the Department.

The Department

FS 485-486 Independent Work (F: 3-S: 3)

A course allowing students who have sufficient background to progress to a higher level or in a more specialized area than other courses allow. The student works independently, under the direction of a member of the Department.

The Department

FS 499 Advanced Seminar in Studio Art: The Artist's Journal: An Exploration into the Self (S: 3)

Prerequisite: For Studio or Art History Majors only, or with permission of the instructor. This class will be twofold. Students will read journals and discuss them (Delacroix, Van Gogh, Gauguin, Klee, Truit). Students will also create their own journals. These will serve both as art works in themselves as well as vehicles for exploring personal feelings and ideas. Much discussion and soul searching is encouraged and the question of how I connect my life with my art work will be addressed. Visiting artists who specialize in artists books will be invited to the seminar to present their works and ideas.

Elizabeth Awalt

Note: A laboratory fee is charged in all studio courses.

Geology and Geophysics

Faculty

Professor George D. Brown, Jr., B.S., Saint Joseph's College; M.S., University of Illinois; Ph.D., Indiana University

Professor James W. Skehan, S.J., Director, Weston Observatory
A.B., A.M., Boston College; Ph.D., Harvard University

Associate Professor Emanuel G. Bombolakis, B.S., M.S., Colorado School of Mines; Ph.D., Massachusetts Institute of Technology

Associate Professor Benno M. Brenninkmeyer, S.J., Chairperson of the Department
A.B., Boston College; Ph.D., University of Southern California

Associate Professor John E. Ebel, A.B., Harvard University; Ph.D., California Institute of Technology

Associate Professor J. Christopher Hepburn, A.B., Colgate University; A.M., Ph.D., Harvard University

Associate Professor Rudolph Hon, M.Sc., Charles University; Ph.D., Massachusetts Institute of Technology

Associate Professor David C. Roy, B.S., Iowa State University; Ph.D., Massachusetts Institute of Technology

Adjunct Associate Professor Alan L. Kafka, B.A., New York University; M.S., Ph.D., State University of New York at Stony Brook

Assistant Professor John F. Devane, S.J., Acting Director, Weston Observatory
A.B., A.M., Boston College; M.S., Fordham University

Program Description

Master of Science Program

The Department offers graduate programs leading to the M.S. degree in Geology, Geophysics, or a combination of the two. Many students seeking future employment in industry find that programs combining Geology with practically oriented Geophysics are particularly attractive.

The Department, with approximately 40 graduate students in residence, is housed in Devlin and Higgins halls on campus, and has additional research facilities at Weston Observatory. Students enjoy a close working relationship with faculty while being able to undertake research using the most modern scientific equipment available. The program stresses that the student obtain a strong background in the Earth Sciences and the ability to carry out research on his/her own. It is felt that the attainment of these qualities will enable students to be successful in their careers as geoscientists, whether they choose employment in industry, government service, or continue their studies toward a Ph.D. A particularly beneficial aspect of the M.S. program is the opportunity for students to integrate studies in Geology and Geophysics if they wish this type of background. Research in the Department covers a broad range of topics, including: Marine Geology, Coastal Sedimentation, Physical Sedimentation, Seismology (including crustal studies of New England using the 40+ station New England Seismic Network), Structural Geology, Bryozoan Paleontology, Igneous and Metamorphic Petrology, and Geochemistry (including Neutron Activation Trace Element analyses), with special emphasis on the Northern Appalachians, geomagnetism, and sedimentation, tectonic and structural studies with emphasis on the Northern Appalachians.

Boston College is a participating institution for available government fellowships and grants. The Department also offers a number of Teaching and Research Assistantships to qualified students.

Application

Applicants to the Master of Science degree program generally fall into one of the following categories: 1) students well-prepared in Geology or Geophysics with courses in mathematics, physics, chemistry, and/or biology who are interested in broadening their experience at the M.S. degree level before employment or doctoral studies elsewhere; 2) students well-prepared in mathematics or one or more of the natural sciences other than Geology or Geophysics and who wish to use the M.S. degree program to transfer into the earth sciences.

Applicants should submit, in addition to the normal application forms, transcripts, and letters of recommendation, a personal evaluation of the strengths and weaknesses of their undergraduate education (including course and non-course experience), their graduate study interests and current post-degree plans. The Verbal, Quantitative, and Advanced test scores of the Graduate Record Exam (appropriate to the undergraduate major) are required. Applications may be made at any time. However, to be assured of consideration for *September* admission, they must be received by *May 1*. Applications from those applying for *financial aid* and *assistantships* for September need to be completed by February 15.

Requirements

No fixed curriculum is prescribed for the M.S. degree. Instead, a course and research program which is consistent with the student's background and professional objectives is developed by the student and his or her faculty advisory committee. The graduate program as-

sumes a basic undergraduate foundation in the geo-sciences. Master's candidates in either Geology or Geophysics must complete or have completed basic courses in calculus, physics, and chemistry. A minimum of 10 courses (numbered 300 or above), approved by the faculty advisory committee, must be completed in addition to a research thesis for graduation. Up to two of the required courses are allowed for the M.S. Thesis. Normally no more than one Reading and Research course (GE 797, 798, 799) may be applied toward the minimum course requirement. All students are required to maintain a B average in all Departmental courses and those undergraduate courses (0-299) in the other sciences and mathematics. A comprehensive oral examination is given to each student near the end of the program. Three bound copies of the M.S. thesis are required.

Master of Science in Teaching Program

The Department of Geology and Geophysics offers a program leading to the Master of Science in Teaching degree in co-operation with the Department of Education. This program, which is designed for prospective teachers, acknowledges variations in prior background and skills and consists of three plans. For those candidates without prior teaching experience, a 36-credit minimum M.S.T. degree program is required, in which at least 5 courses are in the earth sciences, 5 courses in education and 6 credits are for supervised internship teaching. For experienced teachers, a 30-credit minimum M.S.T. degree program is required (since the internship is not necessary) of which at least 5 courses are in the earth sciences. The application procedures for the M.S.T. degree programs are the same as for the M.S. degree program. The application may be submitted either to the Department of Education or the Department of Geology and Geophysics. However, prospective students must be accepted by both the Department of Education and the Department of Geology and Geophysics.

Requirements for the M.S.T. Degree

The 5 required courses in the earth sciences must be chosen from among the following: 2 courses from Introduction to Geology and Geophysics I and II or Structural Geology I, and 1 course from each of the following groups: A) Mineralogy, Regional Stratigraphy, or Paleontology, B) Meteorology, Oceanography, or Astronomy, C) Petrology I and II, Structural Geology I or II, Marine Geology, or Introduction to Geophysics. Students who have previously taken these courses may substitute other graduate courses within the Geology and Geophysics Department with approval. One semester of full-time residency may be necessary. A comprehensive examination is given to each student at the end of the program. This examination is in two parts; one part is oral in the Earth Sciences, the other part is given by the Department of Education.

Cooperative Program

The Department operates a cooperative program with the Department of Geology at nearby Boston University, as well as the Department of Civil Engineering at Tufts University. This program permits degree candidates at Boston College to pursue courses which are

unavailable at Boston College, but available at Boston University or Tufts. A list of these courses is available in the Departmental office.

Weston Observatory

Director: James W. Skehan, S.J., Professor of Geology

Weston Observatory, formerly Weston College Seismic Station (1928–1949), is now part of the Department of Geology and Geophysics of Boston College. The Observatory, located 10 miles from Chestnut Hill, is an interdisciplinary research facility of the Department for education in the geosciences, and a center for research in the fields of geophysics, energy and environmental sciences. Research by faculty, research associates, and students is directed primarily to seismology, geomagnetism and ancient movements of the Earth's plates. Weston Observatory was one of the first participating facilities in the Worldwide Standardized Seismograph network and also operates a forty-station regional seismic network which records data on earthquakes in the northeast as well as distant earthquakes. The Observatory is also the headquarters of the New England Seismotectonic Study, a cooperative effort to determine the distribution and causes of New England seismicity. A geomagnetic research facility established at the Observatory in 1958, is instrumented for absolute magnetic observations, the continuous recording of variations in the components of the earth's magnetic field, and a magnetic field cancelling coil system for experiments requiring reduction of the ambient magnetic field. Regional geologic and plate tectonic modeling studies are chiefly concerned with the origin and evolution of the Northern Appalachian Mountains of the United States and Maritime Canada and their relation to similar rock sequences in Ireland, the British Isles, western Europe and Africa.

Course Offerings

An asterisk after a course indicates that the course carries a laboratory fee.

GE 200 Mineralogy* (S: 4)

Prerequisites: GE 132, 134, first year of Chemistry, may be taken concurrently.

Introduction to crystallography, structure and crystal chemistry of selected important minerals and the rock-forming silicates. Three lectures and two hours of laboratory per week.

Rudolph Hon

GE 264 Stratigraphy and Sedimentation* (S: 4)

Prerequisite: GE 132 and 134 or equivalent. The sedimentary rock strata of the earth's crust will be studied in a systematic manner to develop principles and processes of origin and deposition. Lithostratigraphic and biostratigraphic concepts will be considered along with time, time-rock, and rock classifications to permit correlation of rock units. Selected examples from the past will be examined for these and for paleoecological and paleoenvironmental interpretations.

George D. Brown, Jr.

GE 270 Petrology I (F: 4)

Prerequisites: First year of Chemistry, GE 132, 134, 200 or equivalent.

This course has two parts: the principles and theory of polarizing microscopy and basic igneous petrology. The first part of the course focuses on the basic physics of the interaction

of light with the crystalline matter and how it can be applied to mineral identification using the polarizing microscope. The second part of the course covers the basic principles of igneous petrology, equilibrium and non-equilibrium crystallization and the use of phase diagrams in binary, ternary, and quaternary systems.

Three hours of lecture per week. Laboratory GE 271 is required.

*J. Christopher Hepburn
Rudolph Hon*

GE 271 Petrology I, Laboratory* (F: 0)

The laboratory exercises are directly synchronized with GE 270. The student will practice the use of the polarizing microscope and will learn how to use it as a tool for identification of rock-forming minerals, using the immersion technique as well as the thin sections. The petrology and classification of the igneous rocks is learned using both hand samples and thin sections. Laboratory unknowns and problems assigned. Four hours per week.

*J. Christopher Hepburn
Rudolph Hon*

GE 272 Petrology II

Prerequisite: GE 270 or equivalent

A continuation of GE 270. This course is devoted to an understanding of the petrology of sedimentary and metamorphic rocks. During the first half of the course the dynamic and geochemical factors involved in the formation of sedimentary rocks will be explored. The second part of the course is devoted to the study of metamorphism including the variables and controls involved in the formation of metamorphic rocks. Phase diagrams will be used extensively and applications of the phase rule studied. Laboratory GE 273 is required.

Offered alternate years; will be offered 1988–89

*J. Christopher Hepburn
David C. Roy*

GE 273 Petrology II, Laboratory*

Laboratory for GE 272. The petrology of sedimentary and metamorphic rocks will be examined both in hand sample and in thin section utilizing the polarizing microscope. Four hours of laboratory per week with problem sets and unknowns assigned.

Offered alternate years; will be offered 1988–89

*J. Christopher Hepburn
David C. Roy*

GE 285 Structural Geology I* Field Aspects (F: 4)

Prerequisites: GE 132 and 134 or equivalent. This course is oriented toward solving problems of geological structures by field exercises and problem sets, emphasizing descriptive and geometrical aspects. Two hours of lecture, 1 1/2 hour problem solving/laboratory session per week and six all-day Saturday sessions in the field.

James W. Skehan, S.J.

GE 302 Geochemistry (F: 3)

Prerequisites: College Chemistry, GE 200, or equivalent.

An introduction to fundamentals of geochemical processes and how they influence distribution of elements in the natural environment. The subjects which will be discussed will include nucleosynthesis, isotope geology, water chemistry and chemical changes during formation of sedimentary, metamorphic and igneous rocks.

Rudolph Hon

GE 330 Principles of Paleontology* (F: 4)

Prerequisite: GE 132, 134 or equivalent, or permission of the instructor.

An introduction to the study of animal life of the past. Consideration is given to the concept of species, especially the problems of taxonomy of individuals and of populations. Living representatives of the various phyla are compared with fossil forms to offer evidence regarding mode of life, evolutionary development, and ecological environment.

George D. Brown, Jr.

GE 345 Human Evolution and Paleontology (S: 3)

Prerequisite: GE 190 or instructor approval. A seminar on human evolution beyond the introductory level. Five topics will be covered: the Genus Homo and direct ancestors; life; Darwinian evolution; and three to be selected in consultation with the class. Limited to 25 students. Term paper and field trips.

George D. Brown, Jr.

GE 350 Regional Geology of North America (F: 3)

Prerequisites: GE 132–134, 285 or equivalent. A systematic investigation of the physiography, stratigraphy, structural geology, petrology, and distribution of the major geological provinces of North America. Readings, oral and written reports.

George D. Brown, Jr.

GE 385 Structural Geology II, Analytical Aspects (F: 4)

Prerequisites: GE 132 and 134 or equivalent, one year of college calculus, PH 211 or equivalent.

A history of the development of structural geology will be presented during the first several lectures. Then quantitative mechanisms of fracture, faulting, and igneous intrusions will be treated, illustrating their relation to problems in tectonics. To achieve this objective, an analysis will be made of stress, and of the elastic, brittle, ductile, and creep behavior of rocks. The problem of rock folding will be treated in terms of folding processes and retrodeformation methods, utilizing the concepts of balanced cross-sections.

One two-hour problem session laboratory per week.

E.G. Bombolakis

GE 391 Introduction to Geophysics (F: 3)

Prerequisites: GE 132, 134; MT 200–201; PH 211–212

An introduction to the methods of observation and interpretation of geophysical phenomena. Topics include: seismology, gravity and magnetic fields, age determinations, heat flow, and tectonic forces.

John F. Devane, S.J.

GE 395 Hydrology (S: 3)

Prerequisites: GE 134, 200, 285, Chemistry 110, MT 105; or equivalents.

An introduction to hydrological processes on the Earth's surface. Groundwater hydrology, the movement of water through the upper portion of the Earth, will be emphasized. Practical applications and problems in groundwater hydrology and the environment will be stressed. Three hours of lecture per week.

Michael Frimpter

GE 450–452 Exploration Geophysics I and II (F: 4–S: 4)

Prerequisites: GE 132, MT 200–201, PH 211–212

A practical course in geophysical exploration methods; emphasis is on applications to petroleum and mineral exploration and geoen-

neering and environmental work. Part I covers seismic refraction and reflection methods and emphasizes modern techniques and applications. Part II covers gravity, magnetic and electrical methods and their theory, instrumentation, data reduction, and interpretation.

Second semester may be taken without first semester by permission of instructor. Three hours of lecture and one problem/discussion session per week.

*John Devane, S.J.
John Ebel.*

GE 460 Modern and Ancient Sedimentary Environments (S: 3)

Prerequisites: GE 132, 134, 200, 264 or equivalents.

The course consists of examining the basis for interpreting sedimentary deposits in terms of processes, environments of deposition, succession of strata and sedimentary tectonics. The depositional environments to be studied will include deserts, rivers, lakes, glaciers, coasts (deltas, beaches), and marine (coral reefs, continental shelf and pelagic deposits).

*Benno M. Brenninkmeyer
George D. Brown, Jr.*

GE 500 Potential Field Theory (F: 3)

Prerequisites: MT 300–301; PH 211–212

This course will study the vector integral theorems of Gauss, Stokes and Green. In addition, potential methods of solving Laplace, Poisson, diffusion and wave equations under appropriate geophysical conditions will be considered.

John F. Devane, S.J.

GE 505 Micropaleontology* (S: 4)

Prerequisite: GE 330

An introduction to the study of very small but geologically important taxa of the plant and animal kingdoms. Groups studied will include the Foraminifera, Ostracoda, Conodonts, Bryozoa, and Diatoms. Three hours of lecture and one laboratory per week.

George D. Brown, Jr.

GE 520 Sedimentary Petrology* (F: 3)

Prerequisites: GE 132, 134, 264, 272

The petrography and origin of the major sedimentary rock types will be emphasized. The use of mineral and chemical composition together with textural and sedimentary analyses to understand the production of sediments, sedimentary provenance and depositional environments will be explored in both the lectures and laboratories.

David C. Roy

GE 526 Igneous Petrology

Prerequisites: GE 272, 525 or equivalent

The origin and evolution of igneous rocks in the light of experimental and petrographic evidence. Introduction to the principles of phase equilibria.

Offered alternate years; will be offered 1988–89

Rudolph Hon

GE 528 Metamorphic Geology

Prerequisites: GE 270, GE 272, suggested GE 525

This course focuses upon the nature and origin of rocks formed by metamorphism from pre-existing rocks, largely by burial in orogenically active areas. Topics will include the interpretation of mineral assemblages, their phase relations, and pressure-temperature regimes of metamorphism, the use of geothermometers and geobarometers, and the importance of fluids during metamorphism. Readings will be from a recent text and current journal articles. A two- to three-day field trip is planned.

Offered alternate years; will be offered 1988–89

J. Christopher Hepburn

GE 530 Marine Geology (F: 3)

Prerequisites: GE 132, 134, 272

Recent geological, geophysical and geochemical information on the ocean basins is examined. Emphases are placed on modern sedimentation and deformation dynamics, and ocean basin history revealed by cored and dredged sediments and igneous rocks, together with seismologic, gravity, heatflow, and magnetic data.

Benno M. Brenninkmeyer

GE 539 Coastal Geology (F: 3)

Prerequisites: GE 132, 134, MT 200–201 or MT 204

Processes of deposition and erosion of the world's coastline. Topics to be considered are classification of shorelines; sea level changes; beach, paludal, deltaic, evaporite and carbonate environments. Special attention is given to shallow water hydrodynamics.

Benno M. Brenninkmeyer

GE 542 Engineering Geology

Prerequisites: PH 211 and Structural Geology I or equivalents

Emphasis will be given to analysis of problems frequently encountered in the engineering geology of sediments, utilizing principles of geotechnical engineering. The problems will include basic processes such as those in hydrology that affect the mechanical behavior of sediments, time-dependent ground settlement, slope stability, and landslides.

Offered alternate years; will be offered 1988–89.

E. G. Bombolakis

GE 547 Advanced Structural Geology (F: 3)

Prerequisite: Consent of instructor

The course begins with an introduction to deformation of the lithosphere and analyses of isostatic displacements, culminating in a comparison of the North American Cordillera with the Appalachians. This comparison involves the principles of deformation of materials and the analyses of stress and strain, in order to analyze stress-strain and stress-strain-time behavior of the lithosphere. Initially, the subsidence of continental margins, subsidence due to extension, and subsidence due to sedimentation in basins are treated in introductory quantitative terms. Then deformation mechanisms such as elasticity, plastic deformation, pressure solution, and compaction are incorporated into the analysis of faults and folds, and several types of intrusive structures.

Three hours of lecture per week.

E. G. Bombolakis

GE 550 Geostatistics (S: 3)

Prerequisites: GE 115, 125 or equivalents: Computer Programming recommended.

Practical approach to statistical and probabilistic procedures for the acquisition, analysis and interpretation of geologic and ecologic data. Introduction to mathematical models of gaussian and non-normal populations. Both single, variable and multivariable problems will be considered.

Benno M. Brenninkmeyer

GE 572 Geophysical Data Processing (S: 3)

Prerequisite: GE 391, Computer Programming

The techniques of convolution, correlation and spectral analysis are applied to seismic, magnetic and gravity data, with emphasis on the theory and construction of two-dimensional fil-

ters in the interpretation of gravity and aeromagnetic data.

Denis Reidy, S.J.

GE 595 Hydrology II (F: 3)

Prerequisite: GE 395

A continuation of Hydrology, with special emphasis on ground water modelling and networking.

Alfredo Urzua

GE 610 Physical Sedimentation* (F: 4)

Prerequisites: GE 132, 134, 264, 272; MT 100–101; PH 211

A study of the physical dynamics of erosion, transport, and deposition of particulate materials in fluid media. Experimental and empirical data on both channelized and nonchannelized flow systems will be examined. Special attention will be given to sedimentary structures and their hydrodynamic interpretations. Three hours of lecture per week. Laboratory GE 611 required.

David C. Roy

GE 611 Physical Sedimentation Laboratory (F: 0)

Experiments that illustrate sediment transport mechanisms and the development of sedimentary features in sandstone beds are performed using a recirculating flume.

David C. Roy

GE 640 Geomechanics (S: 3)

Prerequisite: Consent of instructor.

The principles of rock deformation will be emphasized, with applications to plate tectonics, structural geology, and case history problems encountered in the field of engineering geology of rock masses.

E.G. Bombolakis

GE 660 Introduction to Seismology (F: 3)

Prerequisites: GE 134 or equivalent, MT 305.

A basic course in seismology, including seismograph calibration, ray theory, body and surface waves, location, magnitude and intensity. Also discussed are seismicity, energy release, mechanisms, and fault-plane solutions.

John Ebel

GE 661 Theoretical Seismology (S: 3)

Prerequisites: PH 480, GE 660 or equivalent

An advanced course in seismology. Elasticity and development of the wave equations, reflection and refraction, energy partitioning, inversion of body wave data and dislocation theory of earthquakes.

John Ebel

GE 662 Geomagnetism (F: 3)

Prerequisites: GE 391, GE 500

Analysis of the Earth's magnetic field in space and time. Origin of the field; secular variation; magnetic storms; micropulsations; electrical conductivity of the Earth; paleomagnetism and its relationship to theories of global tectonics.

John F. Devane, S.J.

GE 663 Gravity Fields (F: 3)

Prerequisites: PH 480 or equivalent

Derivation of theoretical gravity formulas, geoidal heights, anomalous gravity reductions, two- and three-dimensional modelling, and satellite geodesy.

Denis Reidy, S.J.

GE 672 Physics of the Earth (S: 3)

Prerequisite: Permission of instructor

An advanced seminar course covering topics related to the physics behind plate tectonics. Topics include crustal deformation properties, the gravitational seismic and thermal structures of the earth, mantle convection and the driving forces of plate tectonics.

John Ebel

GE 690 Tectonics of the Appalachian Orogen and Related Terrains (F, S: 3)
Review and analysis of the literature on the Geology of the Appalachian-Caledonide Orogen of eastern North America and Europe with special emphasis on those stratigraphic, structural and petrological parameters important for the evaluation of and development of tectonic models.
James W. Skehan, S.J.

GE 791 Seminar in Petrology (F: 3)
The organization of this seminar will expect active participation in discussions of current topics on origin, evolution, and emplacement of magmatic rocks. Particular emphasis will be given to analysis and the significance of magmatic rocks to their tectonic setting.
Rudolph Hon

GE 794-796 Seminar in Geology (F: 3-S: 3)
A seminar on current topics in Geology.
The Department

GE 795-797 Seminar in Geophysics (F: 3-S: 3)
The analysis and discussion of problems of current interest in geophysics.
The Department

GE 798 Reading and Research in Geophysics (F: 3-S: 3)
A study of some problem or area of knowledge in geophysics.
The Department

GE 799 Reading and Research in Geology (F: 3-S: 3)
A study of some problem or area of knowledge in geology.
The Department

GE 801 Thesis Seminar (F: 3-S: 3)
A thesis research course under the guidance of a faculty member.
The Department

GE 802 Thesis Direction (F: 0-S: 0)
A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.
The Department

Germanic Studies

Although the Germanic Studies Department does not offer a graduate degree, the following course is available to graduate students from various departments.

GM 199 Germanic Studies (F: 0)
The course prepares the student for either a graduate language reading examination or the standardized Princeton type of test and provides him or her with the ability to read general or specialized material in his or her own as well as related major fields. Note: No previous German is required for this course.
Gert Bruhn

History

Faculty

Professor Andrew Buni, A.B., A.M., University of New Hampshire; Ph.D., University of Virginia

Professor James E. Cronin, B.A., Boston College; M.A., Northeastern University; Ph.D., Brandeis University

Professor John L. Heineman, A.B., University of Notre Dame; Ph.D., Cornell University

Professor Raymond T. McNally, A.B., Fordham University; Ph.D., Free University of Berlin

Professor Thomas H. O'Connor, A.B., A.M., Boston College; Ph.D., Boston University

Professor Silas H. L. Wu, A.B., National Taiwan University; A.B., University of California at Berkeley; A.M., Yale University; Ph.D., Columbia University

Associate Professor Benjamin Braude, A.B., A.M., Ph.D., Harvard University

Associate Professor Paul Breines, A.B., A.M., Ph.D., University of Wisconsin

Associate Professor Joseph T. Criscenti, A.B., University of Detroit; A.M., Ph.D., Harvard University

Associate Professor Radu R. Florescu, A.B., A.M., B.Litt., Oxford University; Ph.D., Indiana University

Associate Professor Ellen G. Friedman, Director of Graduate Studies B.A., New York University; Ph.D., C.U.N.Y. Grad School

Associate Professor Mark I. Gelfand, A.B., City College of New York; A.M., Harvard University; Ph.D., Columbia University

Associate Professor R. Alan Lawson, A.B., Brown University; A.M., University of Wisconsin; Ph.D., University of Michigan

Associate Professor Roberta Manning, A.B., Rice College; A.M., Ph.D., Columbia University

Associate Professor Rev. Francis J. Murphy, A.B., Holy Cross; A.M., Ph.D., Catholic University

Associate Professor David A. Northrup, B.S., M.A., Fordham University; M.A., Ph.D., University of California, Los Angeles

Associate Professor Kevin O'Neill, A.B., Marquette University; A.M., Loyola University; Ph.D., Brown University

Associate Professor Thomas W. Perry, A.B., A.M., Ph.D., Harvard University

Associate Professor Carol M. Petillo, A.B., Montclair State College; A.M., Ph.D., Rutgers University

Associate Professor Alan Reinerman, B.S., A.M., Xavier University; Ph.D., Loyola University

Associate Professor Alan Rogers, A.B., M.A., Ph.D., University of California, Santa Barbara

Associate Professor John H. Rosser, A.B., University of Maryland; A.M., Ph.D., Rutgers University

Associate Professor Judith E. Smith, B.A., Radcliffe College; M.A., Ph.D., Brown University

Associate Professor Paul G. Spagnoli, Chairperson of the Department A.B., Holy Cross; A.M., Ph.D., Harvard University

Associate Professor L. Scott Van Doren, A.B., Oberlin College; A.M., Ph.D., Harvard University

Associate Professor Peter H. Weiler, A.B., Stanford University; A.M., Ph.D., Harvard University

Assistant Professor Reuven S. Avi-Yonah, B.A., Hebrew University; M.A., Ph.D., Harvard University

Assistant Professor Maceo Dailey, Jr., M.S., Morgan State University; Ph.D., Howard University

Assistant Professor Joseph A. Glavin, S.J., A.B., A.M., Boston College; S.T.B., Weston College

Assistant Professor Thomas J. Grey, S.J., A.B., A.M., Boston College; A.M., Georgetown University; S.T.L., Weston College

Assistant Professor Virginia Reinburg, A.B., Georgetown University; M.A., Ph.D., Princeton University

Assistant Professor Lawrence Wolff, A.B., Harvard College; M.A., Ph.D., Stanford University

Program Description

The M.A. and Ph.D. degrees are offered with concentrations in Medieval History, Early Modern European History, Modern European History, and American History. The Department offers supplementary work in Latin American History, African History, Middle Eastern History, and Far Eastern History.

Programs have been established in American Studies and in Medieval Studies for those who wish to gain a more comprehensive understanding of the literature, culture, economics, politics, and social institutions of these areas.

The Department stresses analysis, interpretation, and evaluation of historical subjects, as well as research which prepares the graduate student for service in professional and academic communities. Achievement of these goals is arrived at through a program of lecture courses, colloquia, and seminars. Admission to the graduate program is selective, classes are small, and the ratio between students and professor is ideal for graduate training.

Master of Arts Programs

Requirements: The M.A. degree requires 30 graduate credits, a distribution requirement for each particular program, and an oral comprehensive examination. The one exception to this is the European National Studies Program, which requires 36 credits.

Students are not allowed to complete the M.A. program by attending only summer sessions, but are required to take a total of at least four courses (12 credits) during the regular academic year. Students who wish to register for summer school courses must first obtain the approval of the Graduate Committee.

In addition to the standard M.A. in History, the Department also offers interdisciplinary M.A. programs in American Studies, Medieval Studies, and European National Studies. A Master of Arts in Teaching (M.A.T.) program for secondary school history teachers is administered by the Department of Education.

The Master of Arts in History

This program offers an M.A. with or without a thesis. Abler students, particularly those whose ultimate objective is the Ph.D. degree,

are encouraged to write a thesis. The thesis counts as six credits toward the M.A. requirements. Interested students must petition the Graduate Committee of the Department for admission to the M.A. program with the thesis. Once permission has been granted, formal work on the thesis begins only after the comprehensive examinations are passed.

All candidates for the M.A. in History are encouraged to pursue an individual course of study, developed in conjunction with a faculty advisor, selected by the student during the first year in the program. In making their selection of courses and seminars, students are urged to widen their chronological and cultural horizons while deepening and specifying one special area of concentration. Considering these criteria, students must select and complete 18 hours in a major area and 12 hours in a minor area. Available as major or minor areas are American History, Medieval History, Early Modern European History, and Modern European History, (encompassing English, Irish, Continental European, East European, and Russian History). Other minor areas available are Latin American, African, Middle Eastern, and Far Eastern History.

Students whose prior academic preparation is sufficiently developed in some respect as to warrant that an exception be made to the above requirements may, with the consent of their advisor, ask the Graduate Committee of the Department for permission to substitute a different proportion or variety of courses and areas than those normally required. The opportunity for study in a major or minor area is open to the extent that the Department offers sufficient course work in the student's area of interest.

The possibility of study in departments outside of History exists, and with the permission of the Graduate Committee of the Department a candidate whose advisor so recommends, may earn as many as six credits in Classics, Economics, English, Political Science, Sociology or other related disciplines. Graduate credits earned in a related discipline will be included in the distribution requirements for the appropriate area.

In addition to the general requirements for the M.A. degree, students in the History program are required to complete a seminar in their major area. They must also write a substantial paper in a graduate course in their minor area. Furthermore, they must pass a foreign language reading examination, either in French, German, or Russian. Another foreign language, when it is directly relevant to the research of the student, may be substituted with permission of the Graduate Committee of the department. The final phase of the M.A. is the oral comprehensive examination, administered by the student's advisor and two additional faculty members, one from the major area and one from the minor.

The Master of Arts in American Studies

American Studies is designed to develop an understanding of the American experience by bringing the student to an integrated holistic confrontation with American culture. The program is extensive in that it allows the student to work in a number of different disciplines and intensive in that the techniques and information which he or she learns from them are

focused upon particular problems in American culture.

American Studies at Boston College is an interdepartmental program leading to the Master of Arts degree. Participating in the program are the Departments of History, English, Sociology, Economics and Political Science. The program is administered by a committee composed of representatives from each of the cooperating departments. A two-semester core course required of all the American Studies candidates seeks to bring the broad range of interests of the cooperating departments to bear on American culture in order to show how a good interdisciplinarian would attack themes, problems, and issues, in a chosen field.

Requirements: Candidates for the M.A. in American Studies will concentrate in one of the cooperating departments. In addition to 6 hours for the core course, all students will be expected to earn 12 hours in their field of major concentration, 9 hours in a field or fields related to their major interest, and 3 hours for a research paper for a total of 30 credit hours. The required research paper should demonstrate the student's ability to view some aspect of American culture holistically. The topics will be approved in consultation with the student's advisor and the American Studies committee. (Since students in American Studies whose field of major concentration is History must take a research seminar, the research paper requirement may be met within the confines of the seminar requirement.)

The candidates will take an oral comprehensive examination which will be tailored to reflect their capacity to synthesize diverse areas of knowledge and will focus on the major interest. The examining board should consist of at least one member of the American Studies committee.

An applicant for admission to the American Studies program should submit an application to the department of desired major concentration. Admission of any applicant will be determined both by the major department and the American Studies committee.

European National Studies

The M.A. in History is also offered in a program on the history and language of a single European nation. At present, programs are offered in British, French, German, Irish, Russian, and Spanish studies. Except as noted below, students in European National Studies must complete 36 credits of approved courses and then pass an oral comprehensive examination.

At least 18 credits must be in history, of which at least 6 credits should be in general European surveys (including one colloquium), and at least 9 credits in the history of one European nationality (including a seminar in which that national language is used for research). Except for those in British and Irish studies, students must complete at least 12 credits in appropriate foreign language and literature courses, and receive a high pass on a written examination in that language. Students with sufficient background to enter language courses at the intermediate level or above may be permitted to take only 6 credits of course work in language and literature courses and exempted from 6 credits of work toward the degree.

In addition to 30 credits in history, Irish literature, and other relevant disciplines, stu-

dents in Irish studies must take 6 credits in beginning Irish Gaelic, unless it is determined that their proficiency already exceeds that level. Students in British studies must take a total of 30 credits in history, English literature, and other appropriate courses, and fulfill the Department's usual foreign language requirement.

Medieval Studies

The Department of History offers opportunity in Medieval Studies for students planning to pursue advanced studies in the medieval field at Boston College or at other institutions. Students interested in this course of study will be expected to take at least nine hours in Medieval History and at least six hours of graduate study in one of the related areas. The attention of History majors is directed at courses in medieval subjects offered by other departments. If the student is doing a thesis it will be written under the direction of a member of the History Department, and will be read by a member of the department in the related field of study. In addition to the language requirements of the Department, the candidate will be expected to know Latin. All other requirements for the M.A. degree will remain in effect.

The Doctor of Philosophy in History

Exceptional students may be admitted to the Ph.D. program in History without the M.A. or other graduate study. The Graduate Committee of the History Department may also admit students to the Ph.D. program after they have completed the M.A. at Boston College or any other fully accredited university. In either case, acceptance into the program is based on the Committee's judgment of the student's capacity to deal with substantive areas of historical knowledge, as well as the ability to write an original and scholarly dissertation.

While the basic requirements for the Ph.D. degree may be defined, this degree is not granted for routine fulfillment of certain regulations, nor for the successful completion of a specified number of courses. The Department is essentially concerned with a student's broad preparation as a historian. Therefore, the subsequent requirements may be modified by the student's advisory board as individual circumstances warrant.

1. *Course and Residency Requirements:* All Ph.D. students must pursue two semesters of full-time study during the first year of the doctoral program. Summer work will not fulfill the residency requirement. Students who wish to register for summer school courses must first obtain the approval of the Graduate Committee. **Students who enter the program without an M.A. are required to take a minimum of 48 credits**, including at least two seminars, at least one of which must be in the major area; at least two colloquia, one in the major and one in a minor area; of the remaining courses, at least one advanced elective in each of the examination fields. **Students who enter the program with an M.A. are required to take a minimum of 18 credits**, including at least one seminar in the first year, and one other seminar or colloquium (one seminar must be in the major area and the other seminar or colloquium in one of the minor areas); at least one advanced elective in each of the examination fields.

2. *Advisory Board:* During the first semester of residency, the doctoral student shall propose to the Graduate Committee an advisory board of three faculty members, which will assist the student in developing a program of study based upon the general principles and requirements of the department. This board will help the student prepare for the oral comprehensive examination and will serve as part of the student's oral examining board.

3. *Plan of Study:* By the conclusion of the first semester, and after full consultation with the advisory board, the student shall file with the Graduate Committee a plan of study leading to the comprehensive examination. This plan of study will consist of three areas of concentration. One of these areas will be designated as the major area. From within this major area, the student shall choose two fields of study. Because the student will be expected to develop a mature understanding of this major area as a whole, one of these two major fields should be general in nature. The student shall then select one field of study from each of two additional areas of concentration. With the approval of the advisory board, the student may offer a discipline related to history as one of the two minor areas. When considered necessary to the student's program, the advisory board may require advanced-level work in a related discipline either as a minor field or as supplemental work. This plan of study may be reviewed, evaluated, and revised by the student and the advisory board whenever necessary. Any change, however, must be filed with the Graduate Committee.

Some advanced-level work is required in three areas- American History, Modern European History (post-1789), and Pre-Modern European History (Early Modern or Medieval). This is not meant to imply that the student must offer all of these areas on the comprehensive examination, but is rather meant to guarantee a minimum exposure to the wide range of history. The student's advisory board may consider undergraduate major work or M.A. level work as complete or partial fulfillment of this requirement.

4. *Areas and Fields:* The areas and fields a student may choose to study are the following:

AREA	FIELDS
American History	American History to 1789
	American History, 1789–1877
	American History, 1865 to present
	American Intellectual History
	American Social History
Modern European History	American Urban History
	American Racial and Ethnic History
	American Diplomatic History
	Modern Europe, 1789–1914
	Modern Europe, 1870–1945
	Contemporary Europe
	Modern European Intellectual History
	Modern European Social and Economic History

Early
Modern
European
History

Medieval
History

Other Areas
(Minor only)

Modern European Diplo-
matic History
British History since 1815
German History since 1789
French History since 1789
Irish History since 1789
Italian History since 1789
Eastern Europe since 1789
Russian History
Renaissance Europe
Reformation and Counter-
Reformation Europe
Europe in the 17th and 18th
Centuries
Early Modern Social and
Economic History
England in the 18th Century
Early Modern French His-
tory
Early Modern Spanish His-
tory
Early Modern Russian His-
tory
Medieval England to 1485
Medieval France
Medieval Intellectual History
Byzantine History
History of China
Latin American History
African History
Middle Eastern History
Ancient History

Substitution of other areas of study must be approved by the Graduate Committee. Approval will be based upon the availability of appropriate faculty at Boston College, or at the schools involved in the Consortium program—Brandeis University, Boston University, and Tufts University.

5. *Language Requirements:* The student must demonstrate a reading knowledge of at least two foreign languages, normally French, German, or Russian. Substitution of another foreign language may be permitted upon recommendation of the student's advisory board and with the approval of the Graduate Committee. In making its decision, the advisory board will consider the relevance of the proposed language to the student's program of study.

Students who select Medieval History as their major area must pass an additional qualifying examination in Latin (and/or Greek for Byzantine History), before taking the comprehensive examination.

In some cases, but only where its greater utility to the student's major area of study can be demonstrated to the advisory board, students who major in American History may be permitted to substitute statistics and computer analysis for a second foreign language. Any such substitution must be approved by the Graduate Committee.

Students who enter the program without an M.A. must take and pass the first language examination **by the time they have completed 30 credits of course work.** Those who already have the M.A. must take and pass the first language examination **by the end of the first year in the program.** All students must take the second language examination prior to taking the comprehensive examination.

6. *The Comprehensive Examination.* The student's oral comprehensive examination will normally be conducted by an examining board composed of the student's advisory board and one other faculty member. In any event, the examining board will be composed of four faculty members, two from the student's major area, and one each from the two minor areas.

The comprehensive examination is not restricted to the content of graduate courses, but will be more general in nature. While it is expected that the student will have, by the time of the examination, a thorough grasp of the significant factual information in the three areas of study, the examination itself is more directly concerned with the maturity of the student's comprehension and with the ability to analyze, interpret, and evaluate. The student will also be expected to demonstrate a knowledge of bibliography and an understanding of the broad historiographical problems of the specific fields under consideration and of history in general.

7. *The Dissertation:* Once the student has successfully passed the oral comprehensive examination, he or she is advanced to the status of Ph.D. Candidate. At this point formal work may begin on a dissertation subject officially approved by the student advisory board and filed with the Graduate Committee. One member of the advisory board will act as dissertation director and will be responsible for supervision of the student's research and preparation of the dissertation.

When the completed dissertation is approved by the director, it will be read and approved by at least two additional members of the graduate faculty who may offer suggestions. The substitution of readers from outside the graduate faculty must be approved by the student's advisory board. Upon recommendation by the readers, the dissertation must be defended in an oral examination before a board consisting of the Chairperson of the History Department, readers of the dissertation (including the dissertation director), and members of the faculty. Once this examination is successfully completed, the Chairperson will notify the Dean of the Graduate School that the Candidate has completed all the requirements for the Ph.D. degree in History.

8. *Time Limit:* All requirements for the Ph.D. degree in History should be completed within five consecutive years from the commencement of doctoral studies. Extensions of this time limit may be made only with the approval of the Graduate Committee.

Application to the M.A. and Ph.D. Programs

The deadline for applications to the graduate programs in History, and for financial aid, is **March 15.** The department does not have rolling admissions and, save for exceptional cases, does not make decisions in the fall for January admissions. Packets containing application materials can be obtained by writing or phoning the Director of Graduate Study, History Department. Please note that the M.A. degree in History (from any accredited institution) is a prerequisite for application to the Ph.D. program, except in exceptional cases as previously

noted. The only difference in the application material for the two programs is that two (2) letters of recommendation are required for the M.A. application while three (3) are required for the Ph.D. application. Along with the forms in the packet and the letters of recommendation, all applicants should submit the following material: 1) scores of the Graduate Record Exam (mathematical and verbal tests only; the history subject test is not required); 2) a succinct typed statement outlining your reasons for pursuing graduate study in history; and 3) a sample of your historical writing (a paper written for a recent course or one written expressly for the application).

Course Offerings

Advanced Electives

HS 301–302 Modern China (F: 3–S: 3)

Prerequisites: Any two semesters of HS 001 through HS 092.

Political, social, and intellectual development from 1600 to the People's Republic with special emphasis on the continuity and changes between China's imperial past and China today.

Silas Wu

HS 307 Travelers and Spies in the Middle East: Lawrence of Arabia and His Colleagues (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

This course will examine the motives of the travelers, the impact of their writings, and the policies and politics they sought to advance. Specific topics include: psychology of the traveler, works of travel as literature and history, the genre of travel literature; views of Islam, Arabs and Turks; the appeal of the East, response to and reception of the foreigner, Muslim travelers in the West, the romantic impulse for travel and the Industrial Revolution. Readings will be drawn largely from such writers as Lawrence himself, Richard Burton, Charles Doughty, Wilfrid Thesiger, and William Gifford Palgrave.

Benjamin Braude

HS 317 Parents and Children in European History (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

This course examines historically the idea of childhood and evolving views on the relation between parents and children in European history. There will be a particular emphasis on the crucial intellectual formulations of the Early Modern period — in Locke and Rousseau, for instance — and how these paved the way for more modern conceptions — such as those of Dickens and Freud. Readings in cultural and intellectual history will be used to explore social values and ideals, drawing on works of philosophy, literature, and psychology.

Lawrence Wolff

HS 320 Agrarian Revolutions: Mexico and Central America (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

Modern revolutions repeatedly have been driven by peasants outraged by the injustice of their lives. This course explores comparatively the causes and consequences of agrarian revolutions in Europe, Asia, and Latin America, and then probes in detail the 20th-century revolutionary conflicts in Mexico and El Salvador.

What developments lead peasants to risk their lives by challenging those who rule? How do agrarian rebels define their goals and how do they propose to achieve them in revolutionary confrontation? And how do peasant insurrections contribute to the political, socio-economic, and cultural transformations of modern nations?

John Tutino

HS 334 The 12th Century Renaissance (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

This course will attempt to integrate the various trends of European culture in the 12th century, when modern Western literature and thought were born. We shall discuss the philosophical and scientific Renaissance and the new Latin culture culminating in the birth of the university, as well as the vernacular literature of the courts from the troubadours to the Arthurian romances. The focus will be on combining the intellectual, literary and artistic sides of the period so as to give an overall view of the “spring” of European culture. Readings will be translated original works from the period and modern discussions.

HS 337 The Late Roman Empire (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

This is the first of a two-semester course on the Roman Empire from 284–1453. The semester covers the following topics: the reforms of Diocletian, the Germanic invasions, the expansion of Islam, the reign of Justinian and Theodora, the rise and function of the holy man, and the theological controversies of the 4th and 5th centuries. One central theme is explored, namely the transformation of the Roman Empire into a Christian state with its capital transferred from Rome to Constantinople.

John Rosser

HS 338 Byzantine Empire (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

The “Byzantine Empire” is how many modern scholars refer to the medieval Roman Empire from about 660 to the fall of Constantinople to the Ottoman Turks in 1453. This semester is a continuation of HS 337 and deals with a Roman Empire shorn of its western provinces and Greek in its language. The central theme of the course is the growing separation of East and West due in part to the issue of papal primacy and to the invasions of Slavs and Muslims. This set the stage for the tragic confrontation during the Crusades when in 1204 Latin knights conquered Constantinople, an event which so weakened the Roman Empire and so poisoned East-West relations as to make the subsequent Turkish expansion relatively easy.

John Rosser

HS 343 The Rise and Fall of the Ottoman Empire, 1200–1924 (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

The Ottoman Turks founded an empire spanning the three continents of the eastern hemisphere and enduring for nearly three-quarters of a millenium. Despite nomadic origins they established a remarkably stable political structure which grafted the high traditions of Islamic culture onto an ethnically, linguistically, and religiously diverse society. This course explores the evolution of this remarkable enterprise from its origins on the frontiers of By-

zantium and Islam, through its heyday under Suleyman the Magnificent to its military decline and first steps toward reform.

Benjamin Braude

HS 355 The “Old Regime” and the Coming of the French Revolution (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

This course is being offered in observation of the approaching bicentennial of the French Revolution. Slide lectures and readings of both primary and secondary sources will be used to examine the character of French economic, social, and political systems from the beginning of personal rule by Louis XIV in 1661 through the most important revolutionary episodes of 1789. Some attention will be given both to elite and to popular cultures in France during this period, but the principal concern will be to examine ways in which economic, social, and political developments contributed to the series of crises which destroyed many of the centuries-old arrangements which had given the “Old Regime” its distinguishing features.

L. Scott Van Doren

HS 401 (TH 444) The Reformation 1500–1600/I (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

This course will survey the major theological and religious developments of the sixteenth century, with particular emphasis on the writings of Erasmus, Luther, Calvin, Ignatius Loyola, Teresa of Avila, and François de Sales. Special attention will be devoted to the social and religious history of new Protestant and Catholic churches; new political theories; and the cultural conflict between traditional or folk religion and the newly aggressive Reformation churches.

Virginia Reinburg

HS 416 (EN 508) The Politics and Fiction of a Divided Ireland (S: 3)

This course will explore the major social and cultural issues of a divided Ireland as they are reflected in nineteenth and twentieth-century politics and fiction. It will examine the interaction between Irish fiction and the social reality of caste, class, and religion. This examination of the dimensions of Irish social life expressed in fiction will illuminate the diversity and conflict of contemporary Ireland. Readings will be drawn from the emerging Anglo-Irish tradition and the native Anglo-Gaelic tradition. Novels by writers such as Maria Edgeworth, William Carleton, the Banim brothers, Sean O'Faolain, Somerville and Ross, Elizabeth Bowen, Molly Keane, Patrick Kavanagh and others will be examined.

Adele Dalsimer

Kevin O'Neill

HS 419 Politics of Irish Nationalism (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

This one-semester survey will examine the events and the people which produced the creation of an independent Irish Republic and which laid the foundation for the present unrest in the northern part of Ireland.

Kevin O'Neill

HS 420 Seminar in Anglo-Irish Relations, 1922–Present (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 092 and permission of instructor. Preference given to those with prior course work in Irish or British politics.

This seminar will explore political relations between the Republic of Ireland and the United Kingdom. It will trace the course of events which led from the Anglo-Irish Treaty that created the Irish Free State and partitioned the island, through the emergence of the Republic of Ireland, and the contemporary troubles, to conclude with an analysis of the negotiation of the Anglo Irish Agreement. Dr. Garret FitzGerald, T.D., former Taoiseach (Prime Minister) of the Republic of Ireland, and the architect of the Anglo-Irish Agreement, will lead the seminar with the cooperation of Professor Kevin O'Neill. *Garret FitzGerald*
Kevin O'Neill

HS 421-422 Modern England (F: 3-S: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

After a look at the medieval background, the course will deal with the period from 1485 to the present. Emphasis will be mainly on political and constitutional history, but with attention to social and intellectual developments as well, and also to the British Empire of the 19th-20th centuries and British influence on the world at large. (Note: the first term will end at about 1725; students may continue with HS 422, HS 428 a year later, or—with the instructor's approval—HS 218.) *Thomas Perry*

HS 425-426 20th Century Britain (F: 3-S: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

A survey of Great Britain since 1900 concentrating on social and economic history. The course deals with such topics as the decline of Britain's economic superiority, changes in social structure, the rise of the working class, changes in political ideologies, and the growth of the welfare state. *Peter Weiler*

HS 441-442 Rise of Modern Germany (F: 3-S: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

A two-semester survey of the political, cultural, economic, and intellectual factors which formed modern Germany. The first semester will concentrate on the developments from Napoleon's conquests to World War I, and will stress the search for unification. The second semester will begin with the Weimar Republic and continue through the Nazi Dictatorship. *John Heineman*

HS 448 Eastern Europe in the 20th Century (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

A study of the political experience of the small nations of Eastern Europe (Romania, Poland, Czechoslovakia, Hungary, Bulgaria and Greece) in the light of the conflict of interest among the Great Powers. The first part of the course will cover the creation of these nations and their progressive disintegration in the interwar years. The second will emphasize the formation and apparent disintegration of the Russian satellite system following World War II. *Radu Florescu*

HS 450 History of Balkans since 1453 (in French) (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

A survey of the historical growth of the peoples and states of the Balkans from 1453 to

modern times. Particular emphasis will be placed upon the evolution of national awareness and the conflicting claims of empire and conquest. *Cornelia Bodea*

HS 451 History of Balkans since 1453 (in English) (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

A survey of the historical growth of the peoples and states of the Balkans from 1453 to modern times. Particular emphasis will be placed upon the evolution of national awareness and the conflicting claims of empire and conquest. *Cornelia Bodea*

HS 453 Russian History up to the Revolution (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

A study of the major cultural and social developments in Russia from the formation of the first Russian state to the Bolshevik Revolution of 1917. Special emphasis will be placed upon recent research concerning select problems in the field of Russian history. *Raymond McNally*

HS 454 The Soviet Union after the Revolution (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

A survey of Soviet history from the Revolution to the present Gorbachev reforms, with an emphasis on the relation of social and political developments. Special attention will be paid to the Russian Revolution of 1917 and its causes, the role of industrial workers in the post-revolutionary government, the rise of Stalin, industrialization, collectivization, political terror, World War II, the Cold War, Khrushchev and de-Stalinization, the "normalcy" of the Brezhnev era, and the origin and main contours of current reforms. *Roberta Manning*

HS 470 Intellectual History of Modern Europe II (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

This semester, the course will examine the theme of "1968 and the Intellectuals." 1968 refers primarily to the great upheavals in Paris and Prague of that year. We will investigate the roots and courses of both upheavals, and will go from there to study some of their many intellectual and cultural legacies: critiques of Soviet society and Marxism; the emergence of a new wave of feminism; neo-conservatism; the dilemmas of Existentialism; the appearance of post-structuralism; the debate over post-modernism; terrorism; and the recent discussions of the role of intellectuals in society and politics. Students should note that there will be a substantial amount of required reading and that, because several of the texts are available only in hardback editions, the cost of the books will be higher than usual. *Paul Breines*

HS 472 European Social and Cultural History II (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

The aims of this course are two: to introduce students to social history as a discipline, with its unique questions, methods and conceptual orientations; and to review some of the most salient features of European social history from the late nineteenth century through to the present era. Topically the course will focus upon the evolution of economic organization

and social structure, the transformation of family life and the changing position of women within the family and society more generally, and collective organization and action. Particular attention will be devoted to the impact of the two "great depressions" of 1873-96 and of the 1930's, and of the two world wars in causing or reflecting changes in economy and society. *James Cronin*

HS 503 The Civil War (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

An analysis of the Civil War in the United States from 1845 to 1877 in terms of the background and causes of the conflict, the principal military theaters of operation, and the main events of the Reconstruction period that followed the war. *Thomas H. O'Connor*

HS 507 Age of Jackson (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

A study of the Jacksonian period of American History, with particular emphasis upon the way in which new political ideologies influenced changing patterns of thought in social, economic, and cultural affairs during the 1830's and 40's. Special consideration will be given to historical developments in New England and the Northeast. *Thomas H. O'Connor*

HS 516 American Revolution (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

This course will analyze the political, social, and economic causes and consequences of the American Revolution. It is a course intended primarily for advanced history majors and graduate students. *Alan Rogers*

HS 519 Archival and Manuscript Management (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

This course will be a combination seminar and practicum designed to give students a concise overview of the principles and practices involved in archival and manuscript management. The seminar portion of the course will take place at the John J. Burns Library of Special Collections, and address such issues as records management, arrangement and description, the preservation of historical records, archival law, and the uses of technology in the modern repository. Students will then be required to apply the techniques discussed in class by processing a collection from the Boston College Archives. Students will also have the option of performing their practicum at a specialized repository in the greater Boston area. *Joseph Constance*

HS 545-546 American Ideas and Institutions (F: 3-S: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

A history of thought as it has developed within the framework of American society. The course will compare ideas of several distinct kinds: those which have expressed the prevailing ways of each period; those which have offered alternatives; and those which have sought artistically to mirror dreams and realities. *Alan Lawson*

HS 571-572 U.S. Foreign Policy 1890-Present (F: 3-S: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

U.S. foreign policy has been the result of domestic influences as well as a response to international realities. In both semesters, this course will focus on the ways home-grown interests helped to shape the U.S. participation in world affairs. (Fall: 1890-1945; Spring: 1945-present). Topics will include studies of leadership, power, and tradition, as well as the wars, treaties, and economic influences more commonly examined in courses of this nature.

Carol Petillo

HS 634 Seminar: Liberalism in America (S: 3)
Prerequisites: Any two semesters of HS 001 through HS 092. Mark Gelfand

HS 647 Colloquium: The Enlightenment and the French Revolution (S: 3)
Prerequisites: Any two semesters of HS 001 through HS 092. Lawrence Wolff

HS 799 Readings and Research: Independent Study
Prerequisites: Permission of Professor and Chairperson
Graduate students who wish to pursue a semester of directed readings with individual faculty members under this category must secure the permission of the faculty member and the chairperson. Lists of faculty members available for such courses can be obtained from the Department at the start of every semester.
The Graduate Faculty

HS 801 Thesis Seminar (F, S: 6)
A research course under the guidance of a faculty member for those writing a six-credit Master's Thesis.

HS 802 Thesis Direction (F: 0–S: 0)
A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

HS 888 Master's Interim Study (F: 0–S: 0)

Colloquia
A colloquium consists of readings, primarily in secondary sources, on a series of selected topics. Information concerning which topics will be discussed in the colloquium each semester is available from the professor. All graduate students are urged to take at least one colloquium each semester.

HS 828 Coll: Annales School (F: 3)
Scott Van Doren

HS 855 Coll: U.S. to 1860 (F: 3)
Thomas H. O'Connor

HS 862 Coll: The Medieval University (F: 3)
Reuven Avi-Yonah

HS 872 Coll: U.S. Since 1860 (S: 3)
Maceo Dailey

HS 896 Core Coll: Early Modern European History (S: 3)
Lawrence Wolff

HS 897 Core Coll: Modern European History (F: 3)
Paul Breines

Seminars
Seminars primarily involve original research in a carefully delineated topic. Students must discuss with the professor whether or not they

have the necessary background and, where appropriate, the necessary foreign language ability to qualify for admission into the seminar.

HS 904 Sem: Russian Intellectual History (S: 3)
Raymond McNally

HS 946 Sem: Vietnam War (S: 3)
Carol Petillo

HS 957 Sem: European Social & Labor History (F: 3)
James Cronin

HS 960 Sem: Popular Culture and Popular Religion in Early Modern Europe (S: 3)
Prerequisites: Reading knowledge of French required. Virginia Reinburg

HS 966 Sem: 20th Century Boston (S: 3)
Andrew Buni

HS 968 Sem: Age of Jackson (S: 3)
Thomas H. O'Connor

HS 998 Doctoral Comprehensive (F: 0–S: 0)

HS 999 Doctoral Continuation (F: 0–S: 0)
All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of the university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit.



Mathematics

Faculty

- Professor Gerald G. Bilodeau**, A.B., University of Maine; A.M., Ph.D., Harvard University
- Professor Richard L. Faber**, B.S., Massachusetts Institute of Technology; A.M., Ph.D., Brandeis University
- Professor John H. Smith**, A.B., Cornell University; Ph.D., Massachusetts Institute of Technology
- Professor Joseph A. Sullivan**, A.B., Boston College; M.S., Massachusetts Institute of Technology; Ph.D., Indiana University
- Professor Paul R. Thie**, B.S., Canisius College; Ph.D., University of Notre Dame
- Associate Professor Jenny A. Baglivo**, B.A., Fordham University, M.A., M.S., Ph.D., Syracuse University
- Associate Professor Robert J. Bond**, Chairperson of the Department A.B., Boston College; Ph.D., Brown University
- Associate Professor Rose Ring Carroll**, A.B., Emmanuel College; A.M., Boston College; Ph.D., Brown University
- Associate Professor Richard A. Jenson**, A.B., Dartmouth College; A.M., Ph.D., University of Illinois at Chicago Circle
- Associate Professor William J. Keane**, A.B., Boston College; M.S., Ph.D., University of Notre Dame
- Associate Professor Margaret J. Kenney**, B.S., M.A. Boston College; Ph.D., Boston University

- Associate Professor Gerard E. Keough**, A.B., Boston College; Ph.D., Indiana University
- Associate Professor Charles Landraitis**, A.B., Wesleyan University; M.S., University of Pennsylvania; A.M., Ph.D., Dartmouth College
- Associate Professor Harvey R. Margolis**, M.S., Ph.D., University of Chicago
- Associate Professor Nancy E. Rallis**, A.B., Vassar College; M.A., Ph.D., Indiana University
- Associate Professor Ned I. Rosen**, B.S., Tufts University; M.A., Ph.D., University of Michigan
- Associate Professor John P. Shanahan**, B.S., M.S., University College, Galway; Ph.D., Johns Hopkins University
- Assistant Professor Daniel W. Chambers**, A.M., Ph.D., University of Maryland
- Assistant Professor Robert Fox**, B.A., University of Connecticut; Ph.D., Cornell University
- Assistant Professor Robert H. Gross**, A.B., Princeton University; Ph.D., Massachusetts Institute of Technology
- Assistant Professor Joseph F. Krebs**, A.B., A.M., Boston College

Program Description

Master of Arts Program

The Department of Mathematics offers a flexible M.A. program for students wishing to study mathematics at an advanced level. Beyond the common core of required courses, described below, students may select courses according to their individual interests. Courses are available in both pure and applied areas for students wanting to broaden their background for entrance to a doctoral program, or before seeking employment in government, industry or education.

In particular, in pure mathematics, courses in topology, analysis and algebra are offered. In applied areas, courses to meet specific needs are provided. For a student interested in a career in actuarial mathematics the Department offers courses in probability and statistics, numerical analysis and mathematical programming (operations research). For students interested in computer science, the Department offers courses in programming, data structures, machine language, algorithms, automata and formal languages, and alternate year electives in topics such as computer graphics and logic. For students interested in a teaching career at the secondary level, there are available courses in geometry, number theory, computer programming (Pascal) and probability.

The course requirements for the degree are 30 credit hours of courses in the Department and participation in a non-credit seminar (MT 902–903). Under special circumstances, and with the approval of the Graduate Committee and the Department Chairperson, a student can satisfy the degree requirements with 24 credit hours of courses and a thesis (6 credit hours).

All students are required to take (or have the equivalent of) MT 804–805 (Analysis), MT 816–817 (Modern Algebra) and either MT 814–815 (Complex Variables), MT 840–841

(Topology) or MT 860–861 (Logic and Foundations). All students must pass a written comprehensive examination in analysis and algebra (based on MT 804–805 and 816–817).

Subject to approval of the Graduate Committee, a student may receive credit for the following undergraduate courses: MT 414, 426–427, 430, 435–436, 445, 451, 452, 480, and any 500 level course except MT 550. However, students may be required to do extra work in these courses in order to earn graduate credit. Beyond the ten courses used to satisfy the degree requirements, students may take some additional courses in or outside of the Department.

Each graduate student should consult with the Graduate Committee Chairperson to develop a program suitable for his or her needs. Final approval for each student's program is granted by the Graduate Committee.

Master of Science in Teaching Program

The Department offers a program leading to the degree of Master of Science in Teaching (M.S.T.) in cooperation with the Department of Education. This program is designed either for experienced teachers or for prospective teachers and consists of three plans. Plans A and B are usually for students without prior teaching experience and require 36 credits; 21 from the Department of Education and 15 from Mathematics; while plan C is for experienced teachers and requires 15 credits from each of these departments. More details about these plans can be found under the secondary education section of the Department of Education.

In all of these plans, MT 804–805 (Analysis), or the equivalent, is a requirement. M.S.T. candidates must pass an oral comprehensive examination and submit a brief expository paper in mathematics.

A number of undergraduate courses are particularly well suited for this program. These include MT 451 (Geometry), MT 430 (Number Theory), MT 426–427 (Probability and Statistics), as well as a course in Computer Science (MT 550). Students should consult with the Chairperson for further information.

Course Offerings

MT 100–101 Calculus I, II (F, S: 3–F, S: 3)

Prerequisite: Trigonometry

This course is primarily for biology majors and premedical students, but is open to all other qualified students. It is a course in the calculus of functions of one variable. Topics covered include limits, derivatives, integrals, transcendental functions, techniques of integration, and applications.

MT 102–103 Calculus (Math/Science Majors) I, II (F: 4–S: 4)

Prerequisite: Trigonometry

This course sequence is a first course in Calculus for Mathematics, Chemistry, Geophysics, and Physics majors. Topics covered include differentiation and integration of functions of one variable, applications, transcendental functions, L'Hospital's rule, polar coordinates, sequences and series, and conic sections.

MT 110–111 Calculus/Accelerated (F: 3–S: 3)

This course is an accelerated version of Calculus I and II, MT 100–101, and is designed for students who have had the equivalent of a one year course in calculus in secondary school.

Topics include those listed for Calculus I and II plus sequences and series and conic sections.

MT 200–201 Intermediate Calculus I, II (F: 3–S: 3)

Prerequisite: MT 100–101

This course sequence is a continuation of MT 100–101. Topics include vectors and analytic geometry of three dimensions, partial differentiation and multiple integration with applications, infinite series, and an introduction to differential equations.

MT 204 Calculus (Physical Sciences) III (F: 4)

Prerequisite: MT 102–103, or MT 110–111

This course is a continuation of MT 102–103. Topics include vectors, parametric equations, surfaces, partial derivatives, multiple integrals, and an introduction to differential equations.

MT 216–217 Abstract and Linear Algebra I, II (F: 3–S: 3)

This course is designed to develop the student's ability to do abstract mathematics through the presentation and development of the basic notions of algebraic structures and linear algebra. Topics include logic, sets, mappings, the integers, rings, fields, vector spaces, basis and dimension, systems of linear equations, linear transformations, matrices, eigenvalues and inner product spaces.

MT 305 Advanced Calculus (Science Majors) (S: 4)

Prerequisite: MT 201 or MT 204

Topics include: linear second order differential equations, series solutions of differential equations including Bessel functions and Legendre polynomials, solutions of the diffusion and wave equations in several dimensions, the basic properties of the Laplace transform with applications.

MT 414 Numerical Analysis (S: 3)

Prerequisite: MT 201 or MT 203, and a programming course, such as MT 063, MT 550 or MC 140

Topics include the solution of linear and non-linear algebraic equations, interpolation, numerical differentiation and integration, numerical solution of ordinary differential equations, approximation theory.

MT 426 Probability (F: 3)

Prerequisite: MT 202

A general introduction to modern probability theory. Topics studied include probability spaces, distributions of functions of random variables, weak law of large numbers, central limit theorems and conditional distributions.

MT 427 Mathematical Statistics (S: 3)

Prerequisite: MT 426

Topics studied include: sampling distributions, introduction to decision theory, parametric point and interval estimation, hypothesis testing and introduction to Bayesian statistics.

MT 430 Introduction to Number Theory (S: 3)

Prerequisite: MT 216–217

Topics covered include divisibility, unique factorization, congruences, number-theoretic

functions, primitive roots, diophantine equations, continued fractions, quadratic residues, and the distribution of primes. An attempt will be made to provide historical background for various problems and also to provide examples useful in the secondary school curriculum.

MT 435–436 Mathematical Programming I, II (F: 3 – S: 3)

By providing an introduction to the theory, techniques, and applications of mathematical programming, this course demonstrates how mathematical theory can be developed and applied to solve problems from management, economics, and the social sciences. Topics studied from linear programming include a general discussion of linear optimization models, the theory and development of the simplex algorithm, degeneracy, duality, sensitivity analysis, and the dual simplex algorithm. Integer programming problems, and the transportation and assignment problems are considered, and algorithms are developed for their resolution.

Other topics are drawn from game theory, dynamic programming, Markov decision processes (with finite and infinite horizons), network analysis, and non-linear programming.

MT 445 Applied Combinatorics (S: 3)

Prerequisites: A year of calculus and a course in linear algebra, abstract algebra or multivariable calculus.

This course introduces graph theory and enumeration theory with an emphasis on problem-solving. Topics include graphs, trees, counting methods for arrangements and selections, inclusion-exclusion, generating functions and recurrence relations. Representative applications to other areas, such as geometry, probability, computer science, operations research and recreational mathematics will be included. One or more additional topics may be introduced as time permits. Credit cannot be granted for both this course and MT 244, Discrete Structures and Applications.

MT 451 Euclidean and Non-Euclidean Geometry (F: 3)

Prerequisite: MT 201 or MT 202, or the equivalent.

This course surveys the history and foundations of geometry from ancient to modern times. Topics will be selected from among the following: Mesopotamian and Egyptian mathematics, Greek geometry, the axiomatic method, history of the parallel postulate, the Lobachevskian plane, Hilbert's axioms for Euclidean geometry, elliptic and projective geometry, the trigonometric formulas, models, geometry and the study of physical space.

MT 452 Differential Geometry and Relativity

Prerequisite: MT 203 and MT 216, or the equivalent.

An introduction to the differential geometry of surfaces and to the special and general theory of relativity. Topics include curves in the plane and 3-space, the first and second fundamental forms of a surface, curvature, geodesics, Riemannian manifolds, inertial reference frames, the postulates of relativity, relativity of simultaneity, Lorentz geometry, the equivalence principle, gravity as spacetime curvature, the field equations, the Schwarzschild solutions, the consequences of Einstein's theory.

Not offered in academic year 1988–89. This

course and MT 451 are offered in alternate years.

MT 480 Mathematics Seminar (F, S: 3)

The topics of this one-semester seminar course vary from year to year according to the interests of faculty and students. The topic for Fall, 1988 will be Chaotic Dynamical Systems and the topic for Spring, 1989 will be Mathematical Modeling.

MT 550 Introduction to Structured Programming (F, S: 3)

Prerequisite: an introductory computer course or some computer experience, or permission of instructor.

This course consists of an introduction to structured programming as implemented in the computer language Pascal. The entire Pascal language, with the exception of pointers and recursion, is covered in this course, and a number of general computer science topics, such as ASCII codes and sequential vs. random access, are discussed as well. Strong emphasis is placed on good programming, including such issues as documentation, top-down design, and efficient use of machine resources. Examples are drawn from mathematics, computer science, and data processing. This course is equivalent to MC 140 and credit will not be given for both.

MT 551 Data Structures (F, S: 3)

Prerequisite: MT 550 or MC 140, or permission of instructor

This course examines methods of structuring stored data, emphasizing efficiency of space, ease of retrieval, and suitability for common applications. Topics covered will include stacks and recursion, queues, various linked lists, trees, and graphs. Students will implement these structures on a high-level programming language. This course is equivalent to MC 141 and credit will not be given for both.

MT 566 Programming Languages (F: 3)

Prerequisite: MT 551 or MC 141

The course will focus on the essential concepts which are common to modern programming languages and the run-time behavior of programs written in such languages. By understanding these concepts and their implementations in the different languages the student will be able to evaluate the advantages and disadvantages of a language for a given application. Strong programming skills are required.

MT 568 Computer Graphics

Prerequisites: One year of college mathematics and MT 551 or MC 141

Computer graphics involves human-computer communication based on visual rather than textual representation. This course presents a broad introduction, with emphasis on software and interactive graphics. Topics include application programming, architecture of graphics systems, geometric algorithms (such as clipping, transformations, and scan conversion), graphical input, and geometric modeling. If there is time, three-dimensional graphics will be introduced. Programming projects are in Pascal.

Offered alternate years

MT 572 Internal Machine Structure (F, S: 3)

Prerequisite: MT 551 or MC 141

Truly efficient programs may only be written provided that there is a clear understanding of

how the computer itself is organized. Toward this end, the course will investigate data representation and program execution at the machine level, and develop subroutines and macros as programming structures. Other topics include assemblers, linking loaders and debuggers. This course is equivalent to MC 260 and credit will not be given for both.

MT 577 Microcomputer Systems

Prerequisite: MT 572 or MC 260, or permission of instructor

This course is designed to investigate the complete programming environment of a microcomputer. Topics to be covered will be chosen depending on available hardware, but will normally include study of the following: a particular microcomputer operating system; memory management; microprocessor access to various I/O, graphics, and support chips; the construction of a disk operating system; and comparative evaluation of other microcomputer systems.

MT 583 Algorithms: Design and Analysis (S: 3)

Prerequisites: MT 551 or MC 141; plus MT 243–244 or MT 445 and MT 420, or MT 445 and MT 426.

To be effective, an algorithm must be both correct and make efficient use of system resources. This course will present various approaches to algorithm design, while at the same time developing techniques for evaluating the efficiency of an algorithm and verifying its correctness. Topics to be examined include sorting, searching, parsing, and recursion. This course is equivalent to MC 383 and credit will not be given for both.

MT 585 Languages, Automata, and Computability (F: 3)

Prerequisite: Either MT 217 or MT 244

The theory of computation arose from problems concerning the logical capabilities of computers and from efforts to formally describe the syntax of both natural and programming languages. The important question in computability theory is, "What kind of computations can I hope to perform?" It turns out that many "reasonable-looking" problems cannot be solved by any computer program. From a theoretical framework, this course will examine the connections among the hierarchy of formal languages, their grammars and recognizers (abstract automata) and the nature of computability. Applications will include problems from pattern matching and parsing. Students will be expected to understand as well as compose mathematical proofs and, in this connection, a background in elementary set theory is necessary. This course is equivalent to MC 385, and credit will not be given for both.

MT 801 Thesis Seminar (F, S: 3)

Problems of research and thesis guidance, supplemented by individual conferences.

MT 802 Thesis Direction (F: 0–S: 0)

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

MT 804–805 Analysis I, II (F: 3–S: 3)

This course is intended to emphasize the basic ideas and results of calculus and to provide an introduction to abstract analysis. The course

begins with an axiomatic introduction of the real number system. Metric spaces are then introduced. Theoretical aspects of convergence, continuity, differentiation and integration are treated carefully and are studied in the context of a metric space. The course includes an introduction to the Lebesgue integral.

MT 814–815 Theory of Functions of a Complex Variable I, II (F: 3–S: 3)

Differentiation and integration of a function of a complex variable, series expansion, residue theory. Entire and meromorphic functions, multiple-valued functions. Riemann surfaces, conformal mapping problems.

MT 816–817 Modern Algebra I, II (F: 3–S: 3)

Prerequisite: An introductory course in modern or linear algebra.

This course will study the basic structures of abstract algebra. Topics will include groups, rings, ideal theory, unique factorization, homomorphisms, field extensions and possibly Galois theory.

MT 840–841 Topology I, II (F: 3)

This course is a first course in topology for both undergraduate and graduate students. Topology is the study of geometric phenomena of a very general sort, and as such, topological notions appear throughout pure and applied mathematics. The first semester is devoted to General or Point-Set Topology with emphasis on those topics of greatest applicability. The subject will be presented in a self-contained and rigorous fashion with stress on the underlying geometric insights. The content of the second semester varies from year to year. In general it will be an introduction to a specialized area of topology; for example algebraic, differential or geometric topology.

MT 860 Mathematical Logic

This course is a mathematical examination of the way mathematics is done: of axiom systems, logical inference, and the questions that can (or cannot!) be resolved by inference from those axioms. Specific topics will include the propositional calculus, first order theories, decidability, and Godel's Completeness Theorem. Offered in alternate years. Not offered in academic year 1988–89.

MT 861 Foundations of Mathematics

Prerequisite: An introductory course in mathematical logic or the consent of the instructor. Topics to be treated in this course will be selected from one or more of the following areas: axiomatic set theory, model theory, recursive function theory.

Offered in alternate years. Not offered in academic year 1988–89.

MT 899 Reading and Research (F, S: 3)

MT 902–903 Seminar (F: 0–S: 0)

This is a non-credit course which is required for all candidates for the M.A. degree who do not take MT 801.



Nursing

Faculty

Professor Laurel A. Eisenhauer, B.S., Boston College; M.S., University of Pennsylvania; Ph.D., Boston College

Professor Marjory Gordon, B.S., M.S., Hunter College, CCNY; Ph.D., Boston College

Professor Carol Hartman, B.S., A.M., University of California Los Angeles; D.N.Sc., Boston University

Professor Joellen W. Hawkins, B.S.N., Northwestern University; M.S., Ph.D., Boston College

Professor Callista Roy, C.S.J., B.A., Mount Saint Mary's College; M.S., M.A., Ph.D., University of California, Los Angeles

Associate Professor June A. Horowitz, B.S., Boston College; M.S., Rutgers University; Ph.D., New York University

Associate Professor Bernadette P. Hungler, B.S.N., Georgetown University; A.M., Northeastern University; M.S., Ph.D., Boston College

Associate Professor Dorothy A. Jones, B.S.N., Long Island University; M.S.N., Indiana University; Ed.D., Boston University

Associate Professor Carol Lynn Mandle, B.S.N., M.S., University of Pennsylvania

Associate Professor Nancy C. McCarthy, B.S., Boston College; M.S., Boston University; Ed.D., Boston University

Associate Professor Catherine P. Murphy, M.S.N., Hunter College, C.U.N.Y.; B.S., Ed.D., Columbia University

Associate Professor Margaret A. Murphy, B.S., St. Joseph College; A.M., New York University; Ph.D., Boston College

Associate Professor Virginia Prout, B.S., M.S., Boston University

Assistant Professor Pamela J. Burke, B.S., Boston College; M.S., Boston University

Assistant Professor Eileen Donnelly, B.S., Boston College; M.S.N.E., Wayne State University; Ph.D., Case Western Reserve

Assistant Professor Rosemary Harvey, B.S., University of Wisconsin-Madison; M.A., New York University; D.N.Sc., Boston University

Assistant Professor Susan J. Kelley, B.S., M.S., Boston University

Assistant Professor Helene J. Krause, B.S., State University of New York Downstate Medical Center; M.S., University of Rochester; Ph.D., Boston College

Assistant Professor Mary Ann Ringquist, B.S., University of Vermont; M.S., Boston College; Ed.D., Boston University

Teaching and Resource Personnel for Graduate Program

Diane L. Benedick, B.S., Ohio State University; M.S., Boston College

Elizabeth A. Borghesani, B.S., Tufts University, B.S., Boston State College; M.S., Boston College

Mary Scahill Challela, B.S., Boston University; M.S., Boston University; D.N.Sc., Boston University

Eloise Clawson, B.A., Asbury College; B.S., Western Reserve University; M.S., Boston University

Constance M. Crowley, R.N., University of Massachusetts; M.S., University of California

Dorothy T. Goulart, B.S.N., University of Rhode Island; M.S., Boston College

Patricia Mahon Halkola, B.S., California State University; M.S., Boston College

Pat Kraepelien-Bartels, B.S.N., University of California, Los Angeles; M.S., University of California, Davis

Janet M. Kunsman, B.S., Salem State College; M.S., Boston College

Mardi M. Marean, B.S., Boston University; M.S., Boston College

Barbara Marino, B.S.N., University of Pittsburgh; M.N., University of Pittsburgh; Ph.D., University of Washington

Jennie Mastroianni, B.S., University of Connecticut; M.S., Boston College

Catherine M. McFadyen, B.S.N., Northeastern University; M.S., Boston University

Angela Maida Nicoletti, B.S., Boston College; M.S., Boston College

Mary Paillard, B.S., Fitchburg State College; M.S., Boston College

Judy A. Palmer, B.S.N., University Rhode Island; M.S., Boston College

Marion A. Phipps, B.S., University of New Hampshire; M.S., Boston College

Theresa Pollini, B.S.N., Rockville Centre; M.S., Boston College

Eunice Shiskmanian, B.S., Simmons College; M.S., Boston College

Christine M. Wilson, B.S., Salem State College; M.S., Boston College

Program Description

The School of Nursing offers a Master of Science degree program and a Doctor of Philosophy degree program for qualified nurses who seek advanced study in nursing as preparation for clinical research and clinical leadership.

Doctor of Philosophy Degree Program With a Major in Nursing

The Ph.D. Program in Nursing is a post-master's research-oriented degree. The focus of this program is on clinical research related to patient care and the clinical judgments nurses make in providing care. Areas of concentration include ethics, ethical judgment and decision making; nursing diagnosis and diagnostic/therapeutic judgment; and selected human response patterns in health and illness, within an integrated metaparadigm for clinical knowledge development.

The program offers a variety of learning opportunities through course work, interdisciplinary colloquia, independent study, and clinical research practica. Policies and procedures are consistent with those of the Graduate School of Arts and Sciences. Program planning is determined according to the individual's background, research interests, and stage of devel-

opment in scholarly activities. Low student-faculty ratios in research mentorship permit students to complete the program in three years. Multiple resources for scholarly development are available within the University and in the research and clinical nursing centers of the Greater Boston area.

Program of Study

The curriculum of the program includes three core areas of study: research methods; theory and theory development; and substantive nursing content on human response patterns and clinical reasoning. Students apply core content to selected areas of specialized research concentration. The theory component of the curriculum includes courses in philosophy of science, theory construction, analysis and critique of nursing theory, and the nature and structure of nursing knowledge in relation to human response patterns and clinical judgment. The research component of the program includes qualitative and quantitative research methods, statistics, clinical research topics, research practica and dissertation advisement. Relevant cognate courses are required for each chosen area of research concentration.

<i>First Year</i>	
<i>Fall Semester</i>	
NU 701 Knowledge in Nursing	3 credits
PL 593 Philosophy of Science	3 credits
Intermediate Statistics	3 credits
NU 810 Research Practicum I	1 credit
	<u>10 credits</u>
<i>Spring Semester</i>	
NU 702 Strategies for Theory Construction	3 credits
Field Work Methods	3 credits
NU 811 Research Practicum II	1 credit
Cognate	3 credits
	<u>10 credits</u>
<i>Second Year</i>	
<i>Fall Semester</i>	
NU 710 Themes of Inquiry I	3 credits
Field Work Methods II	3 credits
NU 812 Research Practicum III	1 credit
NU 820 Clinical Research Topics I	3 credits
	<u>10 credits</u>
<i>Spring Semester</i>	
NU 711 Themes of Inquiry II	3 credits
Multivariate Statistics	3 credits
NU 813 Research Practicum IV	1 credit
NU 821 Clinical Research Topics II	3 credits
	<u>10 credits</u>
<i>Third Year</i>	
NU 901 Dissertation Advisement	0 credits
	<u>TOTAL 40 credits</u>

Cognates are related to research concentration/methods. Number of credits in cognates based on need and prior educational background and coursework.

Career Opportunities

Graduates of the program may seek positions in academic, industrial, government, or nursing practice settings where clinical nursing research is conducted. They are also prepared to commence a program of research through post-doctoral work.

Financial Aid

There are four major sources of funding for full-time students in the doctoral program in nursing at Boston College: 1) University Fellowships are awarded to five students per year on a competitive basis. Full tuition and a stipend are provided for three years, as long as the student maintains good academic standing and demonstrates progress towards the Ph.D. Degree. 2) The highly competitive National Research Service Award Program for Individuals provides federal monies to cover tuition and a stipend. 3) Graduate assistantships which consist of a stipend provided by Boston College. 4) Research Associate positions as provided through faculty research grants.

Admission Requirements

Official transcript of Bachelor's and Master's degrees from programs accredited by the National League for Nursing
Current RN licensure in Massachusetts
Current curriculum vitae
Written career goals statement that includes research interests (no more than 1,500 words)
Three letters of reference, preferably from doctorally prepared academic and service personnel, at least two of whom should be professional nurses
Evidence of scholarship in the form of a published article, a clinical research study, a thesis or term paper
Graduate Record Examination Scores
Application form with application fee
Qualified applicants will be invited for pre-admission interview with faculty in research area of interest.
Pre-application inquiries are welcomed.

Applications are reviewed after all credentials are received, and the deadline for receipt of all credentials is December 1 of the year preceding the year of admission to the program.

Application materials may be requested from the School of Nursing (617-552-8808) or the Graduate School of Arts and Sciences (617-552-3265).

The Master of Science Degree Program with a Major in Nursing

The main objective of the Master of Science Degree Program with a major in nursing at Boston College is to prepare nurses as clinical specialists. There are four areas of clinical specialization in nursing at Boston College: adult health, community health, maternal child health, and psychiatric-mental health. The focus in the specialty areas is on the human response to actual or potential health problems. The approach to clients is multi-faceted and includes the development of advanced competencies in nursing diagnosis and therapeutic judgment. The graduate of the Master's Program, in addition to giving specialized direct care, provides leadership in the development of nursing. Through complex decision-making processes, indirect services such as staff development, consultation, middle management, and participation in research, the clinical nurse specialist improves the quality of nursing practice.

Areas of Clinical Specialization in Nursing

Adult Health Nursing

The curriculum in adult health nursing enables students to develop advanced competencies in nursing diagnosis and treatment, clinical research, and strategies for improving the quality of care. Learning experiences are developed from concepts of holistic care, optimal health, and functional patterns of the adult. The curriculum prepares clinical nurse specialists for various roles in health care delivery and provides the base for doctoral study.

Students select a focus for practice and research from a variety of adult health problem areas. Individual guidance is provided by faculty experts in collaboration with master clinical specialists in primary, acute, and long-term care.

Community Health Nursing

The curriculum for community health nursing is designed to provide students the opportunity to apply theories and modalities of treatment in family nursing and to meet the health needs of populations or other defined community groups. Aggregates at high risk are the focus for health promotion and disease prevention strategies. Emphasis is on direct and indirect nursing care within the context of a changing health care system. Clinical practicum is selected to meet the curriculum and students' objectives and goals. Practicum is directed to provide application and integration of theoretical knowledge.

Maternal Child Health Nursing

The curriculum in maternal child health nursing focuses on the preparation of candidates for expanded roles in women's health and the care of children. The curriculum is designed to prepare clinical nurse specialists in women's health nursing in ambulatory or acute perinatal care, and pediatric ambulatory or acute care. It includes the expansion of clinical practice responsibilities, the development of the collaborative role, teacher, researcher, change agent, leader, and liaison roles of the clinical nurse specialist. A variety of clinical agencies are utilized to meet the student's specific goals and objectives and to provide for application and integration of theoretical knowledge and exploration of direct and indirect role components.

Psychiatric-Mental Health Nursing

The curriculum aims at developing clinical competencies for nursing practice in the psychiatric-mental health field. Emphasis is on advanced evaluation of practice methods with individuals, groups and families in the community and in other institutional settings. Indirect role development stresses consultative activities in mental health services and programming. Theoretical orientations toward practice methods are derived from the fields of education, social and biological sciences and psychiatric nursing. The program focuses on the clinical specialist role in underserved urban areas, and high risk areas dealing with severely disturbed clients. Placements in outpatient community mental health centers and selected inpatient and day hospital settings are used to meet student and curriculum goals.

Cooperating Health Agencies

Practice settings available in the city of Boston and the greater metropolitan area offer rich experiences for developing advanced competencies in the nursing specialty. Selected major teaching hospitals used are Massachusetts General, Beth Israel, McLean, Brigham and Women's, New England Deaconess, Boston City, Children's and Newton-Wellesley. Community agencies include mental health centers, general health centers, college health clinics, public health departments, visiting nurse associations, health maintenance organizations, nurses in private practice, and home care agencies.

Career Opportunities

Recent graduates from the Boston College Master's Program are in the traditional and non-traditional leadership roles: occupational health, politics, consultation, health care planning, director of home health agency, private practice, and government service.

Program Options

The program is designed for registered nurses who have a baccalaureate degree from an accredited nursing program and who have had at least one year of experience in nursing practice.

The full-time option is a one-year program comprising thirty-seven credits. The program begins during summer session and continues through summer session the following year. Six credits of cognates and/or elective are taken during the summer session. Twelve credits of core courses, ten credits of specialty, and three credits of cognate / elective are taken in the following fall and spring semesters. The last course, six credits, is an intensive clinical practicum in the specialty where the student, with preceptor and faculty, develops and refines the integration of theory and practice.

The part-time option can be completed in two to five years, is also comprised of thirty-seven credits, and is identical to the full-time program of study. In the first year students generally take cognates, elective, and core courses. The second year is devoted to specialty and research courses. On admission, part-time students design with a faculty advisor an individualized program of study.

The B.S.-M.S. Articulation option is designed for the registered nurse baccalaureate student at Boston College who wishes to continue through the Master's Program. A program of study is designed so the matriculation from the undergraduate to the Master's Program is facilitated without interruption.

Admission Requirements

Requirements for admission include:
Baccalaureate degree from an NLN accredited program with a major in nursing
Minimum of one year nursing experience
An undergraduate scholastic average of B or better
A completed undergraduate course in statistics
A completed undergraduate or continuing education course in health assessment
Official report of scores on the Graduate Record Examination
Three letters of recommendation pertaining to

- academic ability and professional competency
- A personal interview with faculty (telephone interviews and written interviews are also utilized if distance precludes a personal interview)
- Current license to practice nursing in the Commonwealth of Massachusetts, professional liability insurance, and physical examination

Review of applications for full-time study is conducted January through April. Review of applications for part-time study for June, September, and January admission is on a rolling basis. The Director of Graduate Admissions forwards the official announcement of acceptance or rejection.

Non-Matriculated Students

Candidates may enroll in selected courses upon the advice of a faculty member with Special Student Status while application is in process.

Program of Study
Master of Science with a Major in Nursing

<i>Summer Session</i>	
*Cognate	3 credits
*Cognate or Elective or Independent Study	3 credits
	<hr/> 6 credits

<i>Fall Semester</i>	
NU 510 Nursing Theory and Process	3 credits
NU 520 Nursing Research I	2 credits
NU 522 Research Advisement	1 credit
*Cognate or Elective or Independent Study	3 credits
Specialty Course I	4 credits
(NU 530, 540, 542, 544, 546, 550, or 560)	<hr/> 13 credits

<i>Spring Semester</i>	
NU 610 Clinical Nurse Specialist Role Components	3 credits
NU 620 Nursing Research II	3 credits
Specialty Course II	6 credits
(NU 630, 640, 642, 644, 646, 650, or 660)	<hr/> 12 credits

<i>Summer Session</i>	
Specialty Course III	6 credits
(NU 632, 641, 643, 645, 647, 652, or 662)	<hr/>

TOTAL 37 credits

*Nine credits, which include two cognates and one elective or independent study, can be completed in summer and fall semesters. A cognate is a course taken in either psychology, sociology, philosophy, or biology. The elective course is also at the graduate level and may be taken in any department. Independent Study is recommended for students who have a particular interest that is not addressed in required courses in the curriculum. A comprehensive examination is required at the end of the program.

A clinical research study is completed in NU 620 Nursing Research II.

General Information

Certification

Graduates of the Master's Program are eligible to apply for certification by the American Nurses' Association in their area of specialization. Graduates of the Women's Health nursing curriculum are eligible to apply to the NAACOG Certification Program.

Accreditation

The Master of Science Degree Program is accredited by the National League for Nursing.

Financial Aid

Students interested in applying for Scholarships, Guaranteed Student Loans, National Direct Student Loans, or the University Work-Study Program should direct inquiries to the University Financial Aid Office, Lyons Hall. Federal Nurse Traineeships are available to full-time students dependent upon funds appropriated by Congress. Please refer to the Financial Aid section of this catalog for additional information regarding nursing scholarships and other financial aid information.

Housing

The Boston College Off-Campus Housing Office offers assistance to graduate students in procuring living arrangements.

Transportation

Learning activities in a wide variety of hospitals, clinics, and health related agencies are a vital part of the nursing program. The clinical facilities are located in the greater Metro Boston area. Students are responsible for providing their own transportation to and from the clinical facilities.

Course Offerings

Master's Program

NU 314 Wellness Lifestyle (F: 3) or (S: 3)
Prerequisite: None
 The major focus is on factors that contribute to increasing one's enjoyment and quality of life. Health promotion and disease prevention behaviors which encourage self care and alternative treatment models are addressed. Emphasis is on activities students adopt to improve and maintain their own health status. Health care agencies and other resources in the community which contribute to the student's health status are identified and explored.

Rosemary Krawczyk
 Nancy McCarthy

NU 510 Nursing Theory and Process (F: 3)
Prerequisite: Physical Assessment
 This course focuses on the analysis of current conceptual frameworks for nursing practice and in-depth study of advanced concepts of nursing process. Process concepts include diagnostic strategies, care planning on the basis of nursing diagnosis and diagnosis-specific outcome evaluation. Nursing theory and process is applied to quality assurance, cost containment, reimbursement, and other current issues in nursing practice.

Open to non-matriculated students and non-majors.
The Department

NU 520 Nursing Research I (F: 2)
Prerequisite: Undergraduate statistics course
 This course is the first of three courses in research. Various research methods such as Experimental/Quasi-Experimental, Ex Post Facto and Naturalistic Inquiry are discussed. Research design considerations include types of control, threats to validity and sampling plans. Criteria that assess the quality of measuring instruments are considered. Experience in evaluating research literature is provided. Students identify clinical problems appropriate for research.

Open to non-matriculated students and non-majors.
The Department

NU 522 Research Advisement (F: 1)
Prerequisite: NU 520 and Specialty I (concurrently)
 This course applies knowledge of the research process to the development of a clinical research proposal.

The Department

NU 530 Advanced Theory and Practice in Community Health Nursing: Specialty I (F: 4)
Prerequisites: 2 cognates; NU 510 (or concurrently).
 This is the first of three major specialty courses in Community Health Nursing advanced practice. Specialty I focuses on the study, analysis, and application of nursing frameworks and theoretical formulations as they relate to the nursing care of families. Emphasis is placed on the application of advanced concepts of the nursing process, epidemiologic concepts and methods, and family nursing theories or conceptual frameworks in evaluating family health and well-being. Clinical activities in community settings include health centers, Visiting Nurse Associations, and home care agencies. Weekly seminars to integrate learnings with clinical practice.

Eileen Donnelly
 Nancy McCarthy

NU 540 Advanced Theory and Practice in Maternal Child Health; Women's Health (OB/GYN) Nursing: Specialty I (F: 4)
Prerequisites: 2 cognates; NU 510 (or concurrently)
 This course concentrates on the role of the CNS in the development of theoretical knowledge and skills for the health assessment phase, including nursing diagnosis and clinical judgment, in working with women and families to promote optimal level of wellness. The psychodynamics of childbearing and womanhood are explored. Theories and research from nursing and other disciplines are applied and integrated through classes, seminars, clinical conferences, clinical experiences and course assignments.

A variety of clinical agencies is utilized to meet individual student needs and objectives.

Joellen Hawkins

NU 542 Advanced Theory and Practice in Maternal Child Health; Perinatal Nursing: Specialty I (F: 4)
Prerequisites: 2 cognates; NU 510 (or concurrently)
 This course concentrates on the role of the Clinical Nurse Specialist in the development of theoretical knowledge and skills for the assessment phase, including nursing diagnosis and clinical judgment, of working with women and

their families to promote an optimal level of functioning. The psychodynamics of childbearing and womanhood are explored. Theories and research from nursing and other disciplines are applied and integrated through classes, seminars, clinical conferences, clinical experiences and course assignments.

A variety of clinical agencies is utilized to meet individual student needs and objectives.

Mary Ann Ringquist

NU 544 Advanced Theory and Practice in Maternal Child Health; Ambulatory Pediatric Nursing: Specialty I (F: 4)

Prerequisites: 2 cognates; NU 510 (or concurrently)

This course concentrates on the role of the Clinical Nurse Specialist in the development of theoretical knowledge and skills for health assessment, including nursing diagnosis and clinical judgment for infants, children, adolescents, and their families to promote an optimal level of wellness. The psychosocial dynamics of parenting and childhood are explored.

A variety of clinical agencies is utilized to meet individual student needs and objectives.

Pamela Burke

Susan Kelley

NU 546 Advanced Theory and Practice in Maternal Child Health; Acute Care Pediatric Nursing: Specialty I (F: 4)

Prerequisites: 2 cognates; NU 510 (or concurrently)

This course concentrates on the role of the Clinical Nurse Specialist in the development of theoretical knowledge and skills for acute care, including nursing diagnosis and clinical judgment of infants, children, and adolescents. The psychosocial dynamics of parenting, childhood, and acute illness are explored.

Theories and research from nursing and related disciplines are applied and integrated through classes, seminar, clinical conference, clinical experiences, and course assignments.

A variety of clinical agencies is utilized to meet individual student needs and objectives.

Virginia Prout

NU 550 Advanced Theory and Practice in Adult Nursing: Specialty I (F: 4)

Prerequisites: 2 cognates; NU 510 (or concurrently)

This is the first of a three-course sequence in the theory and practice of adult nursing. Study, seminars, and clinical practice focus on synthesis of research and theory related to functional health patterns of adults. Clinical activities emphasize functional assessment as a base for nursing diagnosis and treatment, and the role of the clinical specialist in establishing effective relationships for promoting quality care.

Rose Mary Harvey

Dorothy Jones

Carol Lynn Mandle

Margaret Murphy

NU 560 Advanced Theory and Practice in Psychiatric-Mental Health Nursing: Specialty I (F: 4)

Prerequisites: 2 cognates; NU 510 (or concurrently)

This is the first of three courses in advanced psychiatric-mental health nursing practice. Specialty I focuses on the direct practice role of the clinical specialist. Theory and practice are applied to the evaluation of individuals, families, or groups. Students will be assisted to formulate nursing diagnoses compatible with

psychiatric diagnoses (DSM III) and implement the initial phase of psychotherapeutic intervention. Clinical settings include high-need, urban community mental health delivery systems. Seminars focus on current practice models of assessment and behavior change relevant to psychiatric mental health nursing practice.

Carol Hartman

June Horowitz

NU 610 Clinical Nurse Specialist Role Components (F, S: 3)

Prerequisite: NU 510 (or concurrently)

Focus is on the exploration of the direct and indirect role of the clinical specialist. Discussions will center on role theory, system analysis, leadership and principles of management, teaching consultation and collaboration, scope of nursing practice.

Open to non-matriculated students and non-majors.

The Department

NU 620 Nursing Research II (S: 3)

Prerequisite: NU 520, 522

This course is the third of three courses in research. Students synthesize learning experiences gained in the first two research courses by completing an individual clinical research project under the guidance of a faculty member.

The Department

NU 630 Advanced Theory and Practice in Community Health Nursing: Specialty II (S: 6)

Prerequisites: NU 530; NU 610 (or concurrently)

This is the second of three major specialty courses in Community Health Nursing. It utilizes advanced concepts in nursing process and epidemiological methods as they relate to the nursing care of aggregate populations. Health assessment of a defined community using morbidity and mortality data for comparison is the focus for identifying needs or populations at risk. Interventions based on nursing theoretical frameworks that emphasize prevention of disease and promotion of health are tested in the clinical setting. Weekly seminars enhance the integration and application of course content.

Eileen Donnelly

Nancy McCarthy

NU 632 Advanced Theory and Practice in Community Health Nursing: Specialty III (SS: 6)

Prerequisites: Specialty II (NU 630 and NU 610)

This is the third of three major specialty courses in Community Health Nursing. The focus is on the direct or indirect role(s) of the student's choice. Clinical activities further learning in family nursing and/or population focus nursing. A planned strategy for nursing intervention based on an identified agency or consumer group need is implemented and evaluated. The indirect roles of consultant and collaborator are made explicit through clinical activities. Weekly seminars integrate role components with role transition with the agency/community reality.

Eileen Donnelly

Nancy McCarthy

NU 640 Advanced Theory and Practice in Maternal Child Health; Women's Health Nursing: Specialty II (S: 6)

Prerequisites: NU 540; NU 610 (or concurrently)

The focus is on the role of the Clinical Nurse Specialist in the development and evaluation of nursing interventions and health management

strategies for optimal level of functioning of women and the indirect role components of the Clinical Nurse Specialist. Theories and research from nursing and related disciplines are applied through classes, seminars, clinical conferences, clinical experiences, and course assignments.

A variety of clinical agencies is utilized to meet individual student needs and objectives.

Joellen Hawkins

NU 641 Advanced Theory and Practice in Maternal Child Health; Women's Health Nursing: Specialty III (SS: 6)

Prerequisites: Specialty II (NU 640) and NU 610

This course emphasizes the synthesis of theoretical and experiential knowledge and skills as well as the integration of direct and indirect role components of the clinical nursing specialist for the evaluation phase of advanced nursing practice with women.

Clinical activities explore the role of a Clinical Nurse Specialist.

Joellen Hawkins

NU 642 Advanced Theory and Practice in Maternal Child Health; Perinatal Nursing: Specialty II (S: 6)

Prerequisites: NU 542, NU 610 (or concurrently)

The focus is on the role of the Clinical Nurse Specialist in the development and evaluation of nursing interventions and management strategies for the optimal level of functioning of women in need of high-risk perinatal care, as well as indirect role components of the Clinical Nurse Specialist. Theories and research from nursing and other disciplines are applied and integrated through classes, seminars, clinical conferences, clinical experiences, and course assignments.

A variety of clinical agencies is utilized to meet individual student needs and objectives.

Mary Ann Ringquist

NU 643 Advanced Theory and Practice in Maternal Child Health; Perinatal Nursing: Specialty III (SS: 6)

Prerequisites: Specialty II (NU 642) and NU 610

This course emphasizes the synthesis of theoretical and experiential knowledge and skills of the direct and indirect role components of the Clinical Nurse Specialist for the evaluation phase of advanced perinatal nursing.

Clinical activities provide the opportunity for exploration of the role of a Clinical Nurse Specialist.

Mary Ann Ringquist

NU 644 Advanced Theory and Practice in Maternal Child Health; Ambulatory Pediatric Nursing: Specialty II (S: 6)

Prerequisites: NU 544; NU 610 (or concurrently)

The focus is on the role of the Clinical Nurse Specialist in the development and evaluation of nursing interventions and health management strategies for the optimal level of functioning of infants, children, adolescents, and their families, as well as indirect role components of the Clinical Nurse Specialist. Theories and research from nursing and related disciplines are applied and integrated through classes, seminars, clinical conferences, clinical activities, and course assignments.

A variety of clinical agencies is utilized to meet individual student needs and objectives.

Pamela Burke

Susan Kelley

NU 645 Advanced Theory and Practice in Maternal Child Health; Ambulatory Pediatric Nursing: Specialty III (SS: 6)

Prerequisites: Specialty II (NU 644) and NU 610
This course emphasizes the synthesis of theoretical and experiential knowledge and skills as well as the integration of the direct and indirect role components of the clinical nurse specialist for the evaluation phase of advanced nursing practice with infants, children, adolescents and their families.

Clinical activities include the opportunity for exploration of the role of a Clinical Nurse Specialist.

*Pamela Burke
Susan Kelley*

NU 646 Advanced Theory and Practice in Maternal Child Health; Acute Care Pediatric Nursing: Specialty II (S: 6)

Prerequisites: NU 546; NU 610 (or concurrently)

This course builds on the content of Maternal Child Health Nursing. Focus is on the role of Clinical Nurse Specialist in the development and evaluation of nursing interventions and health management strategies for the optimal level of functioning of infants, children, adolescents, and their families. Indirect role components of the Clinical Nurse Specialist are also addressed. Theories and research from nursing and other disciplines are applied and integrated through classes, seminars, clinical conferences, clinical experiences, and course assignments.

A variety of clinical agencies is utilized to meet individual student needs and objectives.

Virginia Prout

NU 647 Advanced Theory and Practice in Maternal Child Health; Acute Care Pediatric Nursing: Specialty III (SS: 6)

Prerequisites: Specialty II (NU 646) and NU 610
This course emphasizes the synthesis of theoretical and experiential knowledge and skills as well as the integration of all the direct and indirect role components of the clinical nurse specialist for the evaluation phase of advanced acute care nursing practice with infants, children, adolescents, and their families.

Clinical activities provide the opportunity for exploration of the role of a Clinical Nurse Specialist.

Virginia Prout

NU 650 Advanced Theory and Practice of Adult Nursing: Specialty II (S: 6)

Prerequisites: NU 550; NU 610 (or concurrently)

Study, seminars, and clinical practice focus on synthesis of research and theory in the diagnosis and treatment of dysfunctional health patterns. Clinical activities are designed to further develop these skills within a conceptual framework for nursing practice. Strategies for evaluating and promoting quality care are emphasized.

*Rose Mary Harvey
Dorothy Jones
Carol Lynn Mandle
Margaret Murphy*

NU 652 Advanced Theory and Practice in Adult Nursing: Specialty III (SS: 6)

Prerequisites: Specialty II (NU 650) and NU 610

Study and clinical activities focus on the synthesis of the clinical specialist role component within the context of professional, socioeconomic, ethical, and legal forces influencing

practice. Unique faculty-guided internship with an expert clinical specialist is provided.

*Rose Mary Harvey
Dorothy Jones
Carol Lynn Mandle
Margaret Murphy*

NU 660 Advanced Theory and Practice in Psychiatric-Mental Health Nursing: Specialty II (S: 6)

Prerequisites: NU 560; NU 610 (or concurrently)

The second specialty course continues Specialty I with emphasis on the synthesis of Optimal Level of Functioning (O.L.O.F.) in the multidimensional approach to practice and therapeutic interventions of adults and children. Applications of various psychotherapeutic and somatic strategies relevant to major dysfunctional states manifested in children/adults, families, and groups will be examined, including discussion of research regarding incidence and response to interventions. Strategies for intervention will be evaluated as to their implications for use with high-need, underserved, urban populations. This moves the clinical specialist toward indirect role activities with regard to primary prevention and mental health maintenance and from the initial phase of psychotherapeutic intervention to the working phase. Methods of evaluating practice will be emphasized. Crisis models and short-term psychotherapy models will be undertaken where appropriate with individuals, families, and groups as well as somatic interventions and case management with individuals. Clinical experiences continue in community agencies used in NU 560.

*Carol Hartman
June Horowitz*

NU 662 Advanced Theory and Practice in Psychiatric-Mental Health Nursing: Specialty III (SS: 6)

Prerequisites: Specialty II (NU 660) and NU 610
Specialty III focuses on the integration of direct and indirect functions of the psychiatric-mental health clinical specialist. Direct role functions will focus on the termination phase of direct clinical responsibilities with clients. The indirect role functions will focus on the liaison consultation strategies useful with high-risk populations (children, the physically ill and the elderly) in non-psychiatric settings.

*Carol Hartman
June Horowitz*

NU 670 Ethical Issues in Nursing Practice (F: 3)

This course focuses on the ethical dimensions of the nurse-patient relationship and current moral issues in nursing practice. Beginning with a reflection on the students' own values, the course examines the philosophical basis of nursing ethics and its implications for the interpretation and application of ethical principles. The moral responsibility of nurses as patient advocates is considered in such areas as the patient's right to know, behavior control, and problems concerning life and death. In addition, the ethical decision-making process and the moral obligations of nurses are examined in relationship to the ethical barriers that exist in health care institutions, and strategies for dealing with the social context of decision-making will be developed. Open to non-matriculated students and non-majors.

Catherine P. Murphy

NU 699 Independent Study in Nursing (F, S: Credits by arrangement)

Permission of a Professor and Chairperson required. Recommendation of a second faculty member is advised.

Students with a special interest in nursing may pursue that interest under the direction of the faculty.

A written proposal for an independent study in nursing must be submitted to the department chairperson together with supporting statements from the faculty member directing the study and a faculty member whose area of concentration qualifies him or her to judge the fitness of the proposed undertaking to graduate study. The student is required to submit written reports to the faculty member directing the study and the department chairperson at the end of the semester.

The Department

Doctoral Program**NU 701 Knowledge in Nursing (F: 3)**

Prerequisite: Doctoral standing; PL 593 (or concurrently)

An examination of the theoretical heritage of nursing; an examination of criteria for truth in the discipline; a critique of the state of the art of knowledge development in the field; and an exploration of future directions for nursing as a scholarly discipline. Distinctions are made and relationships drawn between the basic and clinical sciences of nursing. An integrated metaparadigm for nursing is introduced and critiqued.

NU 702 Strategies for Theory Construction (S: 3)

Prerequisite: NU 701

An in-depth study of the process of theory construction. Includes concept analysis, synthesis, and derivation from both inductive and deductive perspectives. Propositional statements are defined by order of certitude from hypothesis to law, and the processes for deriving such statements are analyzed. Theory derivation from propositional statements is emphasized. Experience is provided in constructing theoretical explanations related to the life processes and the resulting patterns and human responses.

NU 710 Themes of Inquiry I (F: 3)

Prerequisite: NU 702

Analyzes selected middle-range theories related to the life processes of the integrative metaparadigm for nursing. Emphasis is placed on the structure of knowledge and an understanding of the processes in an explanatory mode so that this basic science knowledge can be related to the development of the clinical science of nursing. Emerging themes of life processes at the individual, family and group level are considered. Theories such as those related to thinking and valuing are included.

NU 711 Themes of Inquiry II (S: 3)

Prerequisite: NU 710

Analysis and synthesis of selected middle-range theories related to the clinical science of nursing; that is, the diagnosis and treatment of the positive life processes, functional patterns and human responses. This investigation also includes the state-of-the-art research in clinical judgment, ethical, diagnostic and therapeutic.

NU 810 Research Practicum I (F: 1)

Prerequisite: NU 701 (or concurrently)

Research experience in student's area of con-

centration. An analysis and synthesis of the substantive knowledge area and current empirical studies of the faculty mentor. Collaborate with faculty on existing projects and publications. Experiences individually designed.

NU 811 Research Practicum II (S: 1)

Prerequisite: NU 810; NU 702 (or concurrently) Research experience in student's area of concentration. Continuation of practicum placement with emphasis on individually developed research experiences that contribute to the design of a small research study.

NU 812 Research Practicum III (F: 1)

Prerequisite: NU 810 and NU 811

Research experience in student's area of concentration. Student selects an aspect of faculty research which is related to chosen substantive focus of research and develops and carries out a small research study relevant to dissertation topic. The research hypothesis for this work is based on the study undertaken in Themes of Inquiry I and II.

NU 813 Research Practicum IV (S: 1)

Prerequisite: NU 810, NU 811 and NU 812

Research experience in student's area of concentration. Continuation of practicum placement with emphasis on individually designed research experiences and preparation of the doctoral proposal.

NU 820 Clinical Research Topics I (F: 3)

Prerequisite: NU 702; NU 812; NU 710 (or concurrently)

Review and synthesis of research related to selected clinical research topic within the substantive knowledge area that is the focus of study, that is, a given human life process, pattern and response, or diagnostic or ethical judgment.

NU 821 Clinical Research Topics II (S: 3)

Prerequisite: NU 820

Identification of research hypotheses and methodology for the study of selected clinical research topic as this emerges from the themes of inquiry, research practicum, and Clinical Research Topics I. This will form the basis for the student's dissertation research.

NU 901 Dissertation Advisement

Prerequisite: Consent of Instructor

Develops and carries out dissertation research, together with a plan for establishing a specific contribution to clinical nursing knowledge development.

Philosophy

Faculty

Professor Thomas J. Blakeley, A.B., Sacred Heart Seminary; Ph.D., University of Fribourg

Professor Oliva Blanchette, A.B., A.M., Boston College; S.T.L., Weston College; Ph.D., Université Laval; Ph.L., Collège St. Albert de Louvain

Visiting Professor Hans-Georg Gadamer, Heidelberg University

Professor Peter J. Kreeft, A.B., Calvin College; A.M., Ph.D., Fordham University

Professor Richard T. Murphy, A.B., A.M., Boston College; S.T.L., Weston College; Ph.D., Fordham University

Professor Joseph L. Navickas, Ph.B., Ph.L., Louvain University; Ph.D., Fordham University

Professor Thomas J. Owens, A.B., A.M., Boston College; Ph.D., Fordham University

Professor David M. Rasmussen, A.B., University of Minnesota; B.D., A.M., Ph.D., University of Chicago

Professor William J. Richardson, S. J., Ph.L., Woodstock College; Th.L., Ph.D., Maitre Agrégé, Louvain

Professor Jacques M. Taminiaux, University of Louvain

Professor Norman J. Wells, A.B., Boston College; L.M.S., Pontifical Institute of Medieval Studies; A.M., Ph.D., University of Toronto

Associate Professor James Bernauer, S.J. A.B., Fordham University; A.M., St. Louis University; M.Div., Woodstock College; S.T.M., Union Theological Seminary; Ph.D., State University of New York

Associate Professor Patrick Byrne, B.S., A.M., Boston College; Ph.D., New York State University

Associate Professor John J. Cleary, A.M., University College, Dublin; Ph.D., Boston University

Associate Professor Richard Cobb-Stevens, A.B., A.M., Boston College; Ph.D., Sorbonne

Associate Professor Joseph F. X. Flanagan, S.J., Chairperson of the Department A.B., A.M., Boston College; S.T.L., Weston College; D.D.S., Washington University; Ph.D., Fordham University

Associate Professor Arthur R. Madigan, S.J., A.B., Fordham University; A.M., Ph.D., University of Toronto; M.Div., S.T.B., Regis College, Toronto

Associate Professor Stuart B. Martin, A.B., Sacred Heart College; L.M.H., Pontifical Institute of Medieval Studies; A.M., Ph.D., Fordham University

Associate Professor Daniel J. Shine, S.J., A.B., A.M., Boston College; A.M., Catholic University of America; S.T.L., Weston College; Ph.D., Gregorian University

Associate Professor Francis Soo, A.B., Berchmans College; A.M., University of Philippines; B.S.T., Fu-Jen University; A.M., Harvard University; Ph.D., Boston College

Assistant Professor Ronald Anderson, S.J., B.Sc., University of Canterbury; Ph.D., University of Melbourne; M.Div., Weston School of Theology; Ph.D., Boston University

Assistant Professor Joseph H. Casey, S.J., A.B., A.M., Boston College; A.M., Fordham University; S.T.L., Weston College; Ph.D., Gregorian University

Assistant Professor Gerald C. O'Brien, S.J., A.B., A.M., Boston College; Ph.D., Fordham University

Assistant Professor Ronald K. Tacelli, S.J., A.B., Boston College; M.Div., Weston College; Ph.D., University of Toronto

Program Description

Philosophical study at Boston College provides the opportunity for open-minded inquiry and reflection on the most basic questions that concern man and the ultimate dimensions of his world. In this quest for new and fuller meanings, the Philosophy Department offers a balanced program of courses allowing for concentration in the following specialized areas: American philosophy, contemporary continental philosophy, medieval philosophy, philosophy of religion, social and political philosophy, and Russian philosophy.

In addition to these areas of specialization, there is considerable provision made for interdisciplinary programs in cooperation with other graduate departments in the University. The range of courses available, both within the Department and elsewhere, allows the student considerable flexibility in planning a highly individualized and personal program of study geared to his or her own major interests. Small seminar-type classes are the rule, and the students are encouraged to initiate and complete independent and original research projects.

The Department is extremely selective in its admission to the doctoral program. Less than ten students are admitted each year and all must be full-time degree candidates. All applicants for admission, except foreign students, must take the Graduate Record Examination and have the scores sent to the Department. There is also a special program leading to a terminal M.A. which is open to both full and part-time students.

The Institute in Marxist Thought makes available an M.A. program designed for the study of Marxist Thought in its various ramifications as a social philosophy, including the Hegelian and Feuerbachian background along with Marxist-Leninist, Soviet, Maoist and Neo-Marxist currents. Special emphasis is given to the writings of Karl Marx himself. Further information is available from Oliva Blanchette, Ph.D., Institute Director.

One year of full-time residence is required of all doctoral candidates; these students will be expected to take a preliminary examination at the end of the first year of study, and all their comprehensive examinations must be completed by the end of the third year. Doctoral students must also pass proficiency examinations in two modern languages prior to the second year of graduate study. French and German are the usual languages required of doctoral candidates but, with Department approval, other languages may be substituted if they are more appropriate to the candidate's field of specialization. A final comprehensive examination will be required of all Master's students and proficiency in one modern language is also required.

Financial Aid

The University welcomes applications for the following programs of aid: Teaching Fellowships (\$6,000–10,000); Research Assistantships (\$5,500).

All fellows and assistants are exempt from payment of tuition. Various programs of financial aid are available during the summer. Ordinarily, all students admitted to the doctoral program will qualify for some form of financial assistance. Normally no financial assistance is available for students seeking a terminal M.A.

Course Offerings

The courses listed for the 1989–90 cycle are tentative; these are courses that the professors have given in the past and will be repeated at some future date. If a desired course is not offered, please consult with the appropriate professor; it may be possible to arrange a Readings and Research course on the desired topic.

PL 309 Marriage and the Family (S: 3)

The course is designed, from a philosophical perspective, to explore the full significance of the most fundamental and intimate human relationship: Marriage/Family, on both institutional and personal levels.

The entire course consists of four parts: (1) It begins with a cross-cultural understanding of marriage/family by examining some of its many cultural variations. (2) Next, we will focus on the American traditional marriage/family and see why and how it has evolved into its present form, i.e., nuclear system. (3) Thirdly, we will try to examine the personal dimension of marriage/family and study how interpersonal interactions take place within the context of marriage/family. (4) Finally, we will organize a two-day seminar to which students will invite speakers of different marital (and non-marital) status to share their personal experience (both positive and negative) as well as their insights into this very foundation of human life.

Francis Y. Soo

PL 314 The Mind and Its Body (S: 3)

Am I my body and nothing more? Is there such a thing as a *soul*? If there is, can I know anything about it? What is the relationship between 'mind' and 'body'? Is the unity between them what accounts for their existence? Are they separable? Could the soul possibly survive the dissolution of the body? Can I know any of this?

These are some of the questions we will raise—and try to answer. Ronald K. Tacelli, S.J.

PL 329 Fundamental Problems In Moral Philosophy

The course will examine a number of important ethical issues: morality as a unique human phenomenon; the distinction between the moral and the legal spheres; the nature of cultural and moral relativism; the basic determinants of the moral act. Three ethical theories will be discussed and re-evaluated: the idea of happiness and the Aristotelian moral doctrine; the categorical imperative in Kant's practical philosophy; moral values and morally relevant goods in D. von Hildebrand's phenomenology. Offered Fall, 1989

Joseph L. Navickas

PL 333 American Theater and Philosophy I

Issue: The human person. What dimensions of the human person are found in today's drama? To find the answer plays will be studied by authors such as Lanford Wilson, Sam Shepard, David Mamet, Albert Innaurato.

The answer will be evaluated. The students will be directed to two kinds of readings. First, readings in which the person is perceived to have richer dimensions such as Augustine, *Confessions*, C. S. Lewis, *Surprised By Joy*, Kierkegaard, *Either/Or*. Other readings will explain the contemporary understanding of being human such as Murray, *The Problem of God*, G. Marcel, *Problematic Man*, Catholic/Humanist Dialogue, Dunne, *A Search for God in Time and Mem-*

ory, Tyrrell, B. Lonergan's *Philosophy of God*, Grisez, *Beyond the New Theism*.

Offered Fall, 1989

Joseph H. Casey, S.J.

PL 334 American Theater and Philosophy II (S: 3)

Issue: Dying and Killing. Plays successful on the American stage will be used to reveal the American perspective on dying or/and suicide and euthanasia. The theoretical presuppositions of the American perspective will be extracted and studied as philosophical issues.

Dying: Plays such as *Shadow Box*, *All Over*, *Lady from Duluth*, *Camino Real*, *On Golden Pond*, *Wings*, *Lazarus Laughed*. Suicide/Euthanasia: Plays such as *The Zoo Story*, *Death of a Salesman*, *Whose Life Is it Anyway?*, *The Elephant Man*. Philosophical Works: Plato, *Crito*, *Phaedo*, Kreeft, *Love Is Stronger Than Death*, Rahner, *On the Theology of Death*, Grisez-Boyle, *Life and Death with Liberty and Justice*.

Collateral reading: Kubler-Ross, *On Death and Dying*, Moody, *Life After Life*.

Joseph H. Casey, S.J.

PL 335 Platonic Dialogues (F: 3)

This course is an inquiry into the developing thought of Plato, stressing particularly Plato's probing into the questions of the nature of man, the relation of the individual to society, the nature of human knowing, the foundation of judgments of value, and the meaning of a virtuous life. The course will include nearly all of what are called the early and middle dialogues of Plato, up to and including the Republic. The basic thrust of the course will be two-fold: first, to understand Plato's thought as this unfolds in each dialogue, and second, to appropriate this thought in an understanding of the context of our own time.

This course is intended for students who are beginning Plato or at least have not studied him in depth. No knowledge of Greek is required.

Gerard C. O'Brien, S.J.

PL 338 The Heidegger Project I (F: 3)

This is a course designed to allow undergraduates an opportunity to work closely with the major texts of Martin Heidegger, one of the leading twentieth-century philosophers. Students will be expected to participate in assessing Heidegger's relevance to contemporary issues and in developing their own philosophical views vis-a-vis Heidegger's. Some knowledge of traditional philosophy (e.g. Aristotle, Descartes, etc.) would be helpful, but is not an absolute prerequisite.

Thomas J. Owens

PL 339 The Heidegger Project II (S: 3)

A continuation of PL 338, open only to students participating in the course.

Thomas J. Owens

PL 340–341 Philosophy in the Middle Ages I and II (F: 3–S: 3)

The examination of the perspectives on God, man and the cosmos from Augustine to Ockham.

Norman J. Wells

PL 344 The Aristotelian Ethics

Reading of Aristotle's *Nicomachean Ethics*, and examination of its principle themes: happiness, virtue, responsibility, justice, moral weakness, friendship, pleasure, contemplation.

Offered Spring, 1990 Arthur R. Madigan, S.J.

PL 350 Business Ethics (F: 3)

This course aims at fostering both a greater awareness of the ethical values and issues operative in economic life in the United States to-

day and a greater capacity to reflect on these values and issues in an informed and systematic fashion.

The course will be divided into four parts: I. Ethical Theory; II. Current Morality: A descriptive overview; III. Ethical Questions on the Macro Level; IV. Ethical Questions on the Micro Level.

Joseph A. Holt, S.J.

PL 351 Life, Values, and Morality (S: 3)

The objective of this course is the examination of the meaning of life. A number of problems will be discussed: the general notion of value, different types and families of values, including morally significant goods and moral obligation. Some modern philosophers will be introduced: Nicolai Hartmann, Max Scheler, Dietrich von Hildebrand, and Alexander Pfänder.

Joseph L. Navickas

PL 357 American Theater and the God Issue (F: 3)

Leading contemporary playwrights, such as Shepard, Rabe, Wilson, Mamet, Norman, Wasserstein, Durang, and Henley, will be read to discover how people today relate to the God issue. Do they deny God's existence, profess it, ignore it? Contrast will be provided by plays from other eras.

Whether God exists will be asked within the conviction that one only "knows" God through experience and that reasoning functions to show it is reasonable to interpret certain experiences, e.g., religious experience and the experience of love, as encountering God. The question will be treated for a believer, for an atheist, and for a totally areligious person.

A traditional approach based on St. Thomas and a more recent approach by G. Grisez will be used.

Joseph H. Casey, S.J.

PL 358 The Confessions of St. Augustine

The reflective study of the Christian Neoplatonism of Augustine's *Confessions* with a stress on understanding Augustine in the light of his background of conservative African Christianity, Manicheism, classical literary education and Neoplatonic philosophy. The chief emphasis will be on the text of the *Confessions* in translation, but there will also be some reading of other texts of Augustine's early works.

Offered Fall, 1989 Gerard C. O'Brien, S.J.

PL 375 Modern Philosophy I: Descartes and British Empiricists

A detailed examination of the classical positions taken during this period on the self, God, man and the world.

Offered Fall, 1989 Norman J. Wells

PL 376 Modern Philosophy II: British Empiricists to Kant

Continuation of the previous semester, PL 375. Offered Spring, 1990

Norman J. Wells

PL 379 Socrates and Jesus (S: 3)

Purpose: to make the acquaintance of and to compare the two most influential people who ever lived—the inventor of reason and the object of faith; philosophy and religion compared at their source. Intensive reading and discussion of *Great Dialogues of Plato* and John's Gospel.

Peter J. Kreeft

PL 381–382 After Being I: A Re-examination of the Question (F: 3–S: 3)

Starting from Heidegger and other deconstructionists of the metaphysical tradition, this course will attempt to re-open the question of being as an issue of rational discourse and pro-

pose a method for dealing with the question scientifically in terms of the transcendental properties of Being, the One, the True, and the Good. It will argue that not "the forgetfulness of being," but the forgetfulness of the transcendentals has led to the demise of metaphysics in Western philosophy, and that a refocusing on the transcendentals can open the way to a more adequate discourse on Being, as such.

Oliva Blanchette

PL 395 Philosophy of Dostoevsky (F: 3)

The aim of this course is the examination of the major philosophical positions of Dostoevsky. The course will offer a detailed analysis of the Grand Inquisitor. The following issues will be examined: the critique of the Catholic Church, the struggle between good and evil, the conflict between freedom and happiness, and Dostoevsky's dialectical approach.

Joseph L. Navickas

PL 403 Does God Exist? (F: 3)

An intensive examination of arguments for and against God's existence.

Ronald K. Tacelli, S.J.

PL 411 Marx in the Middle Ages

Marx, though an avowed atheist, reaches over the backs of the Enlightenment and rationalism to the men of faith of the Middle Ages. With them, he shares a concern for the dignity of labor, an opposition to interest-bearing capital and suspicion of individualism, a respect for communities of value, and a certain selectively reformist approach to elements of Aristotelianism. We will use selected texts from Marx (esp. the *Grundrisse*) and Thomas Aquinas to illustrate and analyze these parallels and differences.

Offered Spring, 1990

Thomas J. Blakeley

PL 415 Great Trials in Western Civilization

Since the time of Socrates, many of the central issues of human existence have been raised and treated in judicial trials. After an initial consideration of Kafka's *The Trial*, this course will examine the development of our sense of moral judgment by a study of significant trials which have taken place in western civilization. Among those to be considered and the issues raised by them are: the trial of Galileo (science and religion), Dred Scott (racism), Louis XVI (revolution and justice), Dreyfus (anti-semitism), Nuremberg trials (war and responsibility), Eichmann (modern forms of evil).

Offered Spring, 1990

James W. Bernauer, S.J.

PL 417 Socrates

"The Father of Western Philosophy", the inventor and unsurpassed example of the premier method of teaching, the gadfly to the State, the secular saint, was at once the simplest, clearest and most rational of philosophers and yet the most mysterious and paradoxical. E.g. what was "the god" that directed him? And why was he uncertain about what everyone else "knows" and certain only about paradoxes like "evil is only ignorance," "learning is only remembering" and "no evil can ever happen to a good man"?

This course studies Plato's early dialogues with a view to making acquaintance with this man who, next to Jesus, was perhaps the most important in all our history. Students will also write Socratic dialogues on topics of current interest, in his spirit and method.

Offered Fall, 1989

Peter J. Kreeft

PL 418 Later Greek Philosophy: The Search for Meaning (F: 3)

In their different ways, the Stoics, Epicureans, Sceptics, and Platonists were engaged in search for human meaning. Our aims: to follow these philosophers in their quest for meaning; to understand the reactions of Jewish and Christian thinkers; to see how the later Greek quest for meaning relates to modern quests, for example, that of Viktor Frankl.

Arthur R. Madigan, S.J.

PL 419 Kant and Hegel

An analysis and comparison of the major themes in Kant and Hegel.

Offered Fall, 1989

Joseph L. Navickas

PL 421 Nietzsche—Prophet of Nihilism (S: 3)

Through a chronological analysis of the basic texts of Nietzsche, this course aims at discussing the meaning of his attempt to overcome platonism.

Jacques M. Taminiaux

PL 423 Introduction to Analytic Philosophy (F: 3)

The main currents in contemporary analytic philosophy, now dominant in America and English-speaking countries, will be presented in their historical development. G. E. Moore's impact on the British turn away from idealism in the 1900's will be examined first. The influence of Bertrand Russell, especially on Logical Atomism, will be assessed. Logical Positivism, particularly in the works of Ayer and Carnap, will be examined closely. Finally, the contributions of the ordinary language philosophers under the aegis of the later Wittgenstein will be discussed.

Richard T. Murphy

PL 427 Existential Psychology (F: 3)

The course will study the influence of some existential philosophers in the areas of psychology and psychiatry. Some of the authors to be considered will be Freud, Heidegger, Binswanger, Boss, Laing, May, etc.

Daniel J. Shine, S.J.

PL 429 Freud and Philosophy

A reading of Freud's principal works will show how psychoanalytic theory has altered our self-understanding. The interpretation of dreams and pathological behavior leads to new theories of symbolic expression in work, play, humour and art. The analysis of sexuality culminates in controversial views on guilt, violence, the status of women and religious faith.

Offered Spring, 1990

David M. Rasmussen

PL 432 Modern Movements in European Philosophy (S: 3)

This course will examine the crisis of the human subject in three major currents of contemporary Continental thought—phenomenology (Husserl, Heidegger, Sartre, Ricoeur); structuralism (Saussure, Althusser, Lacan, Foucault); and critical theory (Lukacs, Benjamin, Marcuse). The course will include reference to the philosophy of literature and art. There will also be some discussion of recent "deconstructionist" approaches to the problem of humanism, subjectivity and truth.

Richard Kearney

PL 435 Theory of the Novel (S: 3)

This course will consider the relationship between the production of literature and philosophy. Although writers do not intend to be philosophers, they do isolate and present a specific vision of reality. This course will concentrate on the philosophic vision presented in specific literary texts such as: *One Hundred*

Years of Solitude, Crime and Punishment, The Sun Also Rises, Death in Venice, Light in August, and Madame Bovary.

David M. Rasmussen

PL 437 Introduction to Derrida

This course will attempt to define the major issues that concern Jacques Derrida as these are discernible in the early evolution of his thought.

Offered Fall, 1989

William J. Richardson, S.J.

PL 445 The Origins of American Pragmatism

Pragmatism is the most characteristic expression of American life, its civilization and its mind. A reading of selected works of Dewey and James should provide an introduction to the pragmatic method of philosophizing and a framework for a discussion of the place of pragmatism in American culture.

Offered Fall, 1989

Richard Cobb-Stevens

PL 448 Kant's Critique (F: 3)

An analysis of the major theme of Kant's philosophy as expressed in his first critique, including a study of its antecedents and consequences in the history of philosophy.

Ronald K. Tacelli, S.J.

PL 449 Corporations and Morality (F, S: 3)

This course will begin with a reflection on the main ethical theories which can be used as frameworks for making moral judgments. To test the efficacy of such theories, we will examine several cases dealing with moral dilemmas which can arise in the workplace. At this point, our focus shifts to the corporation as a special entity in society which has the same autonomy and moral agency as the human person. After delineating a tenable theory of corporate responsibility, we will examine how the corporation functions as both a *moral agent* in the larger society and as a moral environment to be managed with a view to the freedom and well-being of its members. The main focus will be on managing the corporation's relationship with the social and natural environment in which it operates. Issues to be considered in this regard will include marketing and advertising, product safety, environmental pollution, bankruptcy, and international business. Since the trend of globalization in the business environment remains so predominant, special attention will be paid to the peculiar problems which often surface when doing business in the international marketplace.

Richard A. Spinello

PL 451 Health Care Ethics

Starting from a reflection on the basic structure of moral judgement, the course will move into a discussion of two general areas of moral questioning concerning the care of human life: (1) questions arising from the development of technology and science having to do with genetic control, organ transplants, preventive medicine, and the ends of information-gathering about people; and (2) questions connected with the care of the sick and dying, the idea of health or human wholeness, the social structures affecting health care in hospitals, labeling, professional dominance, the experience of death, and abortion.

Offered Fall, 1989

Oliva Blanchette

PL 452 Perspectives on Addiction

This course attempts to apply the ordering and integrating function of philosophy to the multifaceted problem of addiction. The chief

focus is on alcoholic addiction, but includes addiction to other drugs as well.

Offered Spring, 1990 Gerard C. O'Brien, S.J.

PL 455 Kierkegaard and Nietzsche (S: 3)

Kierkegaard and Nietzsche are the two most important giants of thought in the nineteenth century and the two leading influences on contemporary thought. This course will study their lives and the predominant themes of their thought along the lines of Christian belief and Atheistic Humanism. The class will include lectures, student reports, and analyses of some of their important writings.

Stuart B. Martin

PL 456 The Holocaust: A Moral History

The tragic event which ruptured modern western morality will be examined from a variety of perspectives (literary, philosophical, theological, and political). We shall study the testimony of both its victims and its perpetrators. Special attention will be given to a consideration of the intellectual and moral factors which motivated resistance or excused indifference. We shall conclude with interpretations of its meaning for contemporary morality and of its theological significance for Christians and Jews.

Offered Fall, 1989

James W. Bernauer, S.J.

PL 467 Jean-Paul Sartre (S: 3)

An analysis of Sartre's early writings on imagination and consciousness. Emphasis will be placed upon his penetrating studies of freedom, bad faith and the sado-masochistic dimensions of interpersonal relations. Both literary and philosophical texts will be discussed.

Richard Cobb-Stevens

PL 474 A Philosophy of Laughter, Humor and Satire (S: 3)

This course involves studying a considerable sampling of the great works of satire and comedy from all ages, from the ancient Greeks to the contemporary period. The focus is on what light philosophy throws on the nature of humor and satire and what satire and laughter tell us about ourselves as wondering, rational, risible animals. The views of Kant, Bergson, Chesterton and others will be discussed in some detail, but there will also be an attempt to appreciate each work of art in its individuality and the personal perspective each one brings to his/her appreciation.

Gerard C. O'Brien, S.J.

PL 482 Modern Political Philosophy from Hobbes to Hegel (F: 3)

Through an analysis of the basic political concepts of major thinkers like Hobbes, Spinoza, Locke, Rousseau, Kant and Hegel, this lecture course aims at an introduction—both historical and philosophical—to current issues like technocracy, consumerism, the private and the public, political judgment, freedom of expression, etc.

Jacques M. Taminaux

PL 484 Greek Tragedy and Greek Philosophy

While Greek tragedy is far from a mere dramatization of philosophical theses, it does raise philosophical issues. The aims of this course are: to become better acquainted with Greek tragedy, and more alert to the philosophical issues it raises, and to see how these issues shaped the thought of Plato and Aristotle and how they might affect our own thought.

Offered Spring, 1990

Arthur R. Madigan, S.J.

PL 485 Philosophy of Comparative Religions—East and West (F: 3)

This course has a twofold purpose. First, it explores one of the fundamental questions in philosophy: the religious or a-religious nature of man. Is man essentially a religious being, and hence is self-sufficient per se. Or is man essentially an a-religious being, and hence is not self-sufficient per se. Secondly, this course is also a comparative study of *philosophies* of Western and Eastern religions. Five of the world's major living religions (Judaism, Christianity, Taoism, Buddhism and Shintoism) will be studied separately, and then follows a comparative evaluation of them. It is hoped that a synthetic understanding of the religious or a-religious nature of man would be achieved.

Francis Y. Soo

PL 486 Marxism: Why it Happened Philosophically (F: 3)

The lectures will discuss elements in Hegel, Feuerbach and the early Marx that stimulated later Marxism as a system. Certain key historical factors that fostered this development will be incorporated into the discussions during the class meetings.

Frederick Adelman, S.J.

PL 487 Marxism: What Will Happen to it Philosophically? (S: 3)

Is Gorbachev's notion of "Glasnost" having an effect on the intellectual life of the Soviets? Are there signs of change in Scientific Materialism? Is atheism an essential element in Dialectical Materialism? The reactions of certain western writers as Rahner, Wetter, Peukert and Metz will be considered. We shall relate certain new developments to Liberation Theology.

Frederick Adelman, S.J.

PL 488 Scientific Geniuses and Philosophical Visions (S: 3)

This course will explore the impact of several key scientific developments on our philosophical understanding of ourselves and our world. Selected works of Aristotle, Euclid, and Apollonius will provide an appreciation of the ancient Greek context for the scientific revolutions brought about by Galileo, Vieta, and Newton in the early modern period. We shall also discuss how Leibniz' dream of a logical calculus was fulfilled in the twentieth century by Fege's "formula language of pure thought" and finally by the invention of the digital computer. We shall consider the innovations introduced by the theories of evolution and relativity and by the new mathematical concepts of function and randomness. No specialized proficiency in mathematics is required.

Richard Cobb-Stevens

PL 494 Christian Faith and Greek Philosophy (S: 3)

An examination of the interaction between faith and philosophy in the early centuries of the Christian era, this course will focus on such topics as the nature of God, the interpretation of sacred texts, the conditions of human moral activity and of human fulfillment, via study of scriptural, patristic, and conciliar documents and of contemporary Greco-Roman philosophical texts.

Arthur R. Madigan, S.J.

PL 497 Parmenides (F: 3)

An investigation of the background, life and philosophy of the greatest of the Greek philosophers before Socrates. Parmenides was thoroughly a man of his time; yet, against the tide of Greek physical speculation, he launched the

science of metaphysics; in a polytheistic society, he was a monotheist; in a male-oriented society, he envisioned reality under the guise of a woman. Some elementary Greek grammar will be taught in conjunction with this course so that we can together share the authentic vision of Parmenides.

Stuart B. Martin

PL 513-514 Contemporary French Philosophy I & II (F, S: 3)

During the past few decades, French philosophical reflection has had an extraordinary impact on our self-understanding. A combination of original thought and brilliant style created a living philosophy, assured of a wide international audience and an unusually immediate cultural influence. Writers like Camus, Sartre, De Beauvoir, Levi-Strauss and Foucault have shaped the ways in which we think about many of the great ethical issues of our day. This two-semester course will be offered in French. The readings have been selected both for their lucid style and engaging content. Discussions and examinations will be conducted in French.

Richard Cobb-Stevens

PL 520 Basic Marxist Thought (F: 3)

An examination of the development of the thought of Karl Marx from *The Economic and Philosophical Manuscripts* through *Capital*.

David M. Rasmussen

PL 521 Wittgenstein

This course will present Wittgenstein against the historical background of the rise of Analytic philosophy and emphasize how Wittgenstein has so radicalized philosophical methodology that for many linguistic analysis appears to be the only viable philosophical method. At the same time, the affinity of Wittgenstein's outlook to Husserl's phenomenology will be treated.

Offered Spring, 1990

Richard T. Murphy

PL 523 The Prison Experience

An examination of the prison experience from a variety of perspectives: historical, sociological, literary, cinematic and philosophical. Initially, the course will investigate the historical appearance of the prison institution as a common form of punishment. We shall then consider the literature produced from within the prison experience and recent cinematic expressions of its meaning. Finally, we will study the model of rationality contemporaneous with the birth of the prison and the philosophical sources of penology as human science.

Offered Fall, 1989

James W. Bernauer, S.J.

PL 535 Scientific Revolutions I

This course will study the development of the Copernican revolution against the background of the ancient and medieval views of the universe. We will read selections from the original works of Ptolemy, Copernicus, and Kepler; along with two major works by Galileo, who was chiefly responsible for the consolidation of the new world view. In studying these works, we shall focus on the following problems: (a) the problem of planetary motion and (b) the problem of terrestrial motion. The guiding theme of the course is the fruitful interaction of problems and theories.

Offered Fall, 1989

John J. Cleary

PL 536 Scientific Revolutions II (F: 3)

This course will continue and complete our study of the Copernican Revolution which was begun in Scientific Revolutions I. We will read closely some of the key scientific works of both

Descartes and Newton—the two central figures for the completion of the scientific revolution heralded by Copernicus. Finally, we will consider its most important philosophical implications as spelled out in the works of Kant, who self-consciously introduced a “Copernican Revolution” in philosophy. *John J. Cleary*

PL 538 Law, Business and Society (F: 3)

This course makes use of an interdisciplinary approach to studying society and social issues, issues related to Law, Business, and Society, i.e., the political, economic and social spheres of human life.

Starting from the notion of “law” and “right”, the course will first study the American legal system. We will examine its historical roots, its Constitution, various legal theories and their practice (i.e., cases). Then, the source will move into a critical study of the major economic thoughts or theories: Classical, Neo-Classical, Marxist, and Supply-side economics. Finally, we will examine the American social system in terms of its class structure, power elite, bureaucratization, and social status.

Throughout the course, the students will be asked to develop critical thinking and reflect on the important social issues such as equality, crime, family crisis, and justice. *Francis Y. Soo*

PL 544 St. Thomas Aquinas

Prerequisites: a knowledge of Aristotelian logic and Aristotelian philosophical terminology, e.g., Kreyche's *Logic for Undergraduates* and Adler's *Aristotle for Everybody*.

This course is a survey of the distinctive teachings of Aquinas' metaphysics, cosmology, anthropology, epistemology, ethics, politics, and philosophical theology.

Offered Spring, 1990

Peter J. Kreeft

PL 554 Philosophy of Poetry and Music (F, S: 3)

This course will deal with the history of poetry, painting, sculpture, architecture, music and dance. A major perspective will be the interrelation of these art forms to their respective cultural periods. Students will be encouraged to work out their own projects or to select studies on Eastern or Western Art.

Joseph F. Flanagan, S.J.

PL 561 Freud and Phenomenology

The course will present the chief principles and concepts belonging to the method of psychoanalysis developed by Sigmund Freud. After the close examination of his general psychological theory a philosophical critique of the Freudian method will be given from the phenomenological viewpoint. This critique will introduce a brief sketch of the phenomenological method as applied in existential analysis. Offered Spring, 1990

Richard T. Murphy

PL 563 The Great Philosophers I (F: 3)

The course is designed for philosophy majors and interested seniors. It is an attempt to provide inquisitive and historically oriented students with a full year survey of the major thinkers in the Western tradition. The principal objective of this course is to trace the development of philosophy beginning with the pre-Socratics and moving up through the mediaevals to the moderns. *Joseph L. Navickas*

PL 564 The Great Philosophers II (S: 3)

This course is a continuation of the Great Philosophers I. The purpose of the present course is to exhibit philosophy as the thought of remarkable individuals, not as an integral part of

cultural, social, and political life. This purpose demands more account of individual thought than is usually given by the historians.

Joseph L. Navickas

PL 577 Introduction to Symbolic Logic (S: 3)

An introduction to modern formal logic designed to familiarize students with both the methods for expressing ordinary language arguments in symbolic form and with the various techniques used to analyze and evaluate the validity of arguments expressed in symbolic form. The course will cover propositional and predicate logic, some of the subtleties involved in the way we use ordinary language in reasoning, and some of the horizons of 20th century logic such as the interesting paradoxes of self-reference, “formal systems,” and the limits of logic in human thought. *Ronald Anderson, S.J.*

PL 578 Philosophy of Mathematics

Prerequisite: PL 577

A study of the formal foundations of arithmetic and geometry. Besides presenting in detail principles and theorems from these two areas, this course will investigate the nature of mathematical thought operative in these presentations. The contribution of David Hilbert to the understanding of mathematical thinking will be stressed. The relation between mathematics and the sciences will also be discussed. Though no particular mathematical topics beyond high school geometry will be presupposed, familiarity with mathematical thinking will be helpful. Offered Fall, 1989

Patrick H. Byrne

PL 584 The Complete Author: C. S. Lewis

Lewis wrote poetry, literary criticism, science fiction, fantasy, philosophy, theology, religion, literary history, epics, children's stories, historical novels, short stories, psychology and politics. He was a rationalist and a romanticist, a classicist and an existentialist, a conservative and a radical, a pagan and a Christian. No writer of our century had more strings to his bow, and no one excels him at once in clarity, in moral force, and in imagination: the true, the good and the beautiful. This course is a total immersion experience in this remarkable man through his writings, aiming not primarily at him but at ourselves and our world seen through his eyes.

Offered Spring, 1990

Peter J. Kreeft

PL 593 Philosophy of Science

An introduction to the various themes concerned with the interplay between philosophy and science. The nature of scientific explanations and the cognitive status of scientific theories will be considered. The roles of induction and deduction in scientific discovery will be examined as well as a number of metaphysical questions raised by the natural sciences such as the ontological status of the various entities which make up scientific theories. Examples will be considered from both the biological and physical sciences, with a particular focus on evolutionary theory and modern cosmological theories about the universe. Offered Fall, 1989

Ronald Anderson, S.J.

PL 594 Metaphysics

First philosophy, or metaphysics, is the core of philosophic activity, its subject-matter being expressed as “being as being.” We will make it our task to examine all the central issues of metaphysical concern: What is being? What are the main traits of being as being? What are the

main types of being? What are the fundamental operations of being as being? In what ways is being known? This systematic study will be complemented by some attention to the metaphysical principles of Aristotle, Thomas Aquinas, Nicolai Hartmann and Jean-Paul Sartre. Offered Spring, 1990

Thomas J. Blakeley

PL 604 Philosophy and History

The first part of the course will aim to clarify the nature of historical understanding by examining the work of several historians. We shall then consider several attempts (Hegel, Toynbee, Voegelin) to articulate a philosophical understanding of historical development. Offered Spring, 1990

James W. Bernauer, S.J.

PL 608 Humanism and Anti-humanism

This course will examine contemporary notions of humanism (e.g., Sartre, Heidegger) and the critique that has been made of humanism by such thinkers as Althusser, Foucault, Derrida and Lacan.

Offered Fall, 1989 *William J. Richardson, S.J.*

PL 613 Marx' Grundrisse

The most serious form of neo-Marxism is that which was launched by the spread of the study of Marx' *Grundrisse der Kritik der Politischen Oekonomie*. This course will look at the text and its influence both in the West and in the Marxist-Leninist world.

Offered Fall, 1989

Thomas J. Blakeley

PL 614 Husserl and Hume

Descartes and Hume exerted the greatest influence on Husserl's development of phenomenology. This course, after beginning with a brief exposition of Husserl's version of the phenomenological method, will examine Hume's positive impact on Husserl's thought, especially in its later stages. It is anticipated that Hume's contribution to Husserl's turn to radical subjectivism will be documented.

Offered Fall, 1989

Richard T. Murphy

PL 615 British Empiricism

This course introduces classical British empiricism through the examination of the works of Locke, Berkeley, and Hume within their historical context. These authors' influence on contemporary Analytic philosophy and especially phenomenology will be discussed.

Offered Fall, 1989

Richard T. Murphy

PL 618 The Process of Becoming

Scientific developments such as the theories of evolution, relativity, and quantum mechanics have forever changed the ways we view reality. This course traces the attempts of twentieth-century philosophers and theologians such as Bergson, Whitehead, Teilhard, and Hartshorne to forge new conceptions of reality adequate to these intellectual breakthroughs.

Offered Spring, 1990

Patrick H. Byrne

PL 620 The Eclipse of the Good: New Orientations in Contemporary Ethics (S: 3)

This course is directed to upper-division undergraduate as well as graduate students. It will examine major theories in contemporary ethics from the perspective that these theories have been provoked by novel experiences of evil. Among the authors to be considered are Alasdair MacIntyre, Michel Foucault, Sigmund Freud, Martha Nussbaum, Robert Lifton and Piaget. Other resources utilized by the course will include contemporary literature and film.

James W. Bernauer, S.J.

PL 622 Michel Foucault

This course will study the works of Michel Foucault. We will examine his philosophical analysis of several modern forms of knowledge (psychology, medicine, penology, sexology) and the relationship of these human sciences to models of rationality and modes of political action.

Offered Spring, 1990 James W. Bernauer, S.J.

PL 625 The Problem of Self Knowledge (F: 3)

"The unexamined life is not worth living." Socrates' proclamation forms the basic assumption of this course. However, important developments in Western culture have made the approach to self-knowledge both more difficult and more essential. Students will be invited to discover in themselves dimensions of their subjectivity which lead to resolution of fundamental issues. The work of Bernard Lonergan will serve as a guide.

Patrick H. Byrne

PL 626 Hannah Arendt: Learning to Love the World (F: 3)

An examination of Arendt's philosophical achievement: her treatment of the active life of labor, work, action, and the mind's life of thinking, willing, judging. The specific theme for the course will be this contemporary thinker's effort to renew a love for the world and an appreciation of the worldly traits of those who call it home. In addition to reading her major texts, there will be consideration of the political and philosophical contexts within which she formulated her thought.

James W. Bernauer, S.J.

PL 628 Ayer and Wittgenstein (S: 3)

This course investigates contemporary Analytic Philosophy (now dominant in English-speaking philosophical circles) by examining the parallels and yet profound oppositions between Logical Positivism and Ordinary-Language philosophy. The former's most well-known proponent is Ayer; the latter view is indebted to the later Wittgenstein. These two influential thinkers of the 20th century will be discussed within this historical context.

Richard T. Murphy

PL 632 The Later Heidegger

This course will consider major themes in Heidegger's development after the so-called "turning" in his way (circa 1930). These will become manifest in certain selected representative texts.

Required: a serious knowledge of *Being and Time*, such as gained from "The Heidegger Project" or its equivalent.

Offered Fall, 1989 William J. Richardson, S.J.

PL 633 Metaphysics: Selected Texts (F: 3)

A diligent examination of selected classical metaphysical texts, chosen for intrinsic importance and for historical influence. Texts to be studied will vary from year to year. Proficiency in Greek will be an asset.

Arthur R. Madigan, S.J.

PL 634 The Philosophy of Jurgen Habermas (S: 3)

A seminar on the more recent (1981 and later) writings of Jurgen Habermas. We will consider the following topics: the theory of communicative action; the theory of modernity; theories of law and politics; aesthetics.

David M. Rasmussen

PL 638 Plato: Selected Dialogues (S: 3)

A study of (at most) a half-dozen Platonic dialogues, chosen to suit the philosophical interests of instructor and students. For students with some background in Plato.

Arthur R. Madigan, S.J.

PL 640 The Evolution of Greek Metaphysics

A consideration of the development of metaphysics from the speculations of the Presocratics to the system of the Neoplatonists. Texts to be studied will vary from year to year, but the greater part of the course will be devoted to metaphysical texts from Plato's dialogues, and to Aristotle's *Metaphysics*.

Offered Fall, 1989 Arthur R. Madigan, S.J.

PL 641 Ethics and Psychoanalysis

An examination of the ethical problem as posed by psychoanalysis.

Offered Fall, 1989 William J. Richardson, S.J.

PL 650 Russian Cultural Philosophy

This course provides an historical, continuing survey of the various trends and developments in the pre-revolutionary, pre-Marxist Russian thinking. It seeks in every aspect of Russian thought the significance of culture for man and his social environment. A special attention will be given to the philosophy of Chaadaev, Lavrov, Chernyshevsky, and Dostoevsky.

Offered Fall, 1989 Joseph L. Navickas

PL 660 Thomas Hobbes

An exploration of the relationship between Hobbes' political philosophy and his critique of Aristotle's metaphysics and psychology.

Offered Fall, 1989 Richard Cobb-Stevens

PL 661 Aristotle's Scientific Method

How does Aristotle's logic apply to his own procedures in reasoning about the state, the soul, and the other subjects he discusses? What became of this method in Stocism and Scholasticism and rationalism? How dependent are the Freges, Poppers and Feyerabends of the contemporary philosophy of science on just the same methods and logical functions that the philosopher developed? These and related questions will be examined in light of what Aristotle says in his logical works and what he does in his other works.

Offered Spring, 1990 Thomas J. Blakeley

PL 680 The Phenomenology of Edmund Husserl

A study of the major themes of Husserl's early works: intentionality, time-consciousness, the interplay of experience and language, seeing as interpretation. Emphasis will be placed upon the ontological implications of phenomenology.

Offered Spring, 1990 Richard Cobb-Stevens

PL 682 Towards an Ontology of Language

An analysis of the problem of language focusing on recent European thinkers, including Heidegger and Merleau-Ponty.

Offered Fall, 1989 William J. Richardson, S.J.

PL 693 Merleau-Ponty and the Problem of Self

A study of the major texts of Merleau-Ponty as they relate to the problems of the human self.

Offered Spring, 1990 William J. Richardson, S.J.

PL 707 Husserl and British Empiricism

In formulating his phenomenological philosophy Husserl traced his antecedents from Descartes through Locke and Berkeley to Hume. The positive impact of these thinkers on Hus-

serl's development will be examined closely. Since these British empiricists have had considerable influence on contemporary Analytic philosophy, the affinity between Husserl's approach and that of the Analytic philosophers, in particular Wittgenstein, will be treated.

Offered Spring, 1990

Richard T. Murphy

PL 716 Aquinas and the *De Unitate Intellectus*

A detailed examination of the *De Unitate Intellectus* in light of the teaching of Latin Averroism on the separate Agent Intellect and the condemnation of that teaching in 1277.

Offered Spring, 1990

Norman J. Wells

PL 717 Introduction to the Phenomenological Method

This course presents an introduction to the phenomenological method as programmed by its founder, Edmund Husserl. After its historical and doctrinal antecedents in Descartes and Hume have been traced, the methodological concepts and principles fundamental to a rigorous phenomenology will be examined in detail. The doctrinal implications of such a problematic approach and method will be outlined in the divergent philosophical views of Husserl himself, Sartre, and Merleau-Ponty.

Offered Fall, 1989

Richard T. Murphy

PL 718 Seminar: Psychoanalysis and Literature

This course will be a doctoral level seminar that will examine various psychoanalytic approaches to literature as these become manifest in efforts to interpret psychoanalytically Edgar Allen Poe's short detective story, "The Purloined Letter." The classic interpretation of this story by Marie Bonaparte has been followed by numerous contemporary approaches such as those of J. Lacan, J. Derrida, S. Felman, N. Holland, J. Gallop, etc. These will be examined and discussed in turn.

Since the contemporary debate has been stimulated by the reading of this text by J. Lacan that elicited a strong rejoinder by J. Derrida, the seminar will offer the opportunity to study and compare so-called "structuralist" and "post-structuralist" approaches to literary criticism.

Limited to 15 participants. Admission by permission of instructor.

Offered Spring, 1990 William J. Richardson, S.J.

PL 719 Aquinas on Law and Virtue (S: 3)

Ethics has become once again a central concern for the understanding of human life. Before "After Virtue" there was Virtue. For "Legitimation Theory" there has to be Law. This course will study Aquinas' systematic approach to ethics in the framework of the *Summa Theologiae*. After a discussion of the structure of the *Summa*, it will focus on the concepts of Virtue and Law in Part II.1 and on the Particular Virtues as elaborated in Part II.2.

Oliva Blanchette

PL 722 Frege and Russell: The Origins of Analytic Philosophy

Gottlob Frege and Bertrand Russell proposed an analytic method that transformed logic, ontology, and the philosophy of language. The goal of this course is to understand both the validity and the limits of this method of logical analysis.

Offered Fall, 1989

Richard Cobb-Stevens

PL 725 Aristotle's *Organon*

The study of Aristotle's logical works is interesting not only for the light it sheds on Western thought until the end of the Middle Ages but also for the contrast it provides with modernity's way of doing science. This course will examine the basic principles of Aristotelian logic both in themselves and in their implications for today.

Offered Fall, 1989

Thomas J. Blakeley

PL 726 Husserl's Formal and Transcendental Logic (F: 3)

The motivating force behind Husserl's establishing the phenomenological method was his attempt to erect a secure foundation for mathematics and logic. This course will trace Husserl's development of a phenomenological logic from the early *Logical Investigations* up to its culmination in his *Formal and Transcendental Logic*.

Richard T. Murphy

PL 728 Aristotle's *Physics*

Prerequisites: Some previous and serious reading of Aristotle and a reading knowledge of a relevant language (Greek, Latin, German, French, Italian or Russian).

Now that natural science is frankly relativist and unabashedly probabilistic, how outmoded is Aristotle's cosmological vision? In the process of answering this question, we will want to look into the wealth of methodological detail to be found in this book and into Aristotle's fascinating accounts of space, time, motion, infinity, etc.

Offered Fall, 1989

Thomas J. Blakeley

PL 733 Ethics: Universalist vs. Communitarian (F: 3)

An examination of the current debate between the universalist tradition in ethics as represented by Habermas, Apel, and Rawls vs. the communitarian tradition in ethics as represented by Williams, Sandel, Walzer, MacIntyre, and others.

David M. Rasmussen

PL 739 Self and World

A critical analysis of the philosophies of Michel Foucault and Hannah Arendt in the interest of probing relationships between the "self" and the "world." We shall examine Foucault's genealogical investigation of the emergence of the self in western culture and Arendt's complementary consideration of the eclipse of the world.

Offered Fall, 1989

James W. Bernauer, S.J.

PL 751 Medieval Philosophy I: Augustine to Anselm

A detailed examination of the classical positions taken on faith and reason, knowledge, God and man.

Offered, Fall 1989

Norman J. Wells

PL 752 Medieval Philosophy II: Bonaventure to Ockham

Continuation of the previous semester, PL 751.

Offered Spring, 1990

Norman J. Wells

PL 753 On the Origins of Truth and Goodness

This graduate seminar will explore two related problematics which derive from the last researches of the French philosopher Michel Foucault. We will first study the emergence in western culture of seeking and speaking the truth as valued activities. Why should the truth be sought? Who is able to tell the truth? What are the conditions which enable one to be regarded as a truth-teller? The second part of

the course will study the emergence of the appeal of the good. How and why is the good to be sought? Who is able to perform the good? We will examine a variety of classical texts, but our starting point will be provided by Foucault and Nietzsche: Foucault's Notes from his last seminar on "Discourse and Truth". *The Use of Pleasure* and *The Care of the Self*; Nietzsche, *The Genealogy of Morals*.

Offered Spring, 1990

James W. Bernauer, S.J.

PL 755 The Ontological Argument

An examination of the famous argument for the existence of God and the criticisms it has called forth from the time of St. Anselm to the present day.

Offered Spring, 1990

Norman J. Wells

PL 760 St. Thomas Aquinas

A survey of the philosophy of the thinker who combines clarity and profundity, logical form and existentially significant content, as no philosopher before or since has done. Anyone who will not accept the superstition that medieval philosophy is superstition, who will not consign 2,000 years of philosophers between Aristotle and Descartes to the wastebasket, must come to terms with Aquinas.

Offered Fall, 1989

Peter J. Kreeft

PL 768-769 Insight (F, S: 3)

A two-semester course exploring the basic themes and method of Lonergan's *Insight*, through a close textual reading.

Joseph F. Flanagan, S.J.

PL 774 Beyond Aristotle's *Physics*

This seminar will consider the relationship between Aristotle's *Physics* and his *Metaphysics*. One of the guiding questions will concern his views about the exact relationship between the projected science of First Philosophy and the special sciences, such as mathematics and physics. In the light of this and other related questions, we will conduct a close reading of some selected books from the *Physics* and the *Metaphysics*.

Offered, Spring 1990

John J. Cleary

PL 777 Descartes and the Cartesian Tradition (F: 3)

A close analysis of the classical Cartesian positions on the self, God and the world as they are discussed in the *Meditations*.

Norman J. Wells

PL 780 The Perfection of the Universe According to Aquinas

A study of St. Thomas' dynamic concept of perfection and of the way he applies it to the universe in his philosophy of nature and of man as well as in his theology.

Offered Fall, 1989

Olivia Blanchette

PL 785 Critical Issues in Hegel's Phenomenology

The following critical issues and problems will be re-examined: the place and position of the *Phenomenology* in the Hegelian system; M. Heidegger's brief interpretation of Hegel; the nature of the dialectical method; a survey of the first three sections of *Phenomenology*; the identity of the rational and the real; and the problem of transition from *Phenomenology* to *Metaphysics*.

Offered Spring, 1990

Joseph L. Navickas

PL 796 Seminar: Hegel's Logic

A textual analysis of the first part of Hegel's System, starting from the Logic of Being and

moving into the Logic of Essence, with special attention given to the method of Hegel's thought. Open only to graduate students.

Offered Fall, 1989

Olivia Blanchette

PL 797 Seminar: Hegel's Logic II

Textual analysis of the Logic of Concept as the culmination of Hegel's Logic leading into the Philosophy of Nature.

Offered Spring, 1990

Olivia Blanchette

PL 799 Readings and Research (F, S: 3)

By arrangement

The Department

PL 801 Thesis Seminar (F: 3-S: 3)

By arrangement

The Department

PL 802 Thesis Direction (F: 0-S: 0)

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

By arrangement

The Department

PL 805 The World of the Presocratics (S: 3)

This graduate seminar will attempt to explore the philosophical world of the Presocratic thinkers from Thales to Anaxagoras. We will begin with a brief survey of the leading Ionian thinkers, including Pythagoras, and then consider Heraclitus as the discoverer of the soul who reacted against this kind of cosmology. The core of the seminar will consist of a detailed examination of the long poem of Parmenides, together with a consideration of the famous paradoxes of Zeno as a codicil to the Parmenidean world-view. Subsequent thinkers, like Empedocles and Democritus, will be interpreted as trying to answer the Parmenidean challenge but in their different ways.

John J. Cleary

PL 806 Kant's Third Critique

A close, textual examination of Kant's Third Critique and its subsequent influence in the history of art criticism.

Offered Spring, 1990

Jacques M. Taminiaux

PL 810 Kant's Critical Philosophy (S: 3)

In the *Critique of Pure Reason*, Kant seeks to define the limits of coherent and valid thinking about experience and reality. This authentic and critical achievement of Kant's monumental work will be examined closely. Emphasis will be placed on Kant's transcendental idealism as a possibly valid metaphysical analysis of human experience.

Richard T. Murphy

PL 814 The Social Imaginary: Ideology and Utopia (S: 3)

This graduate seminar explores the modern philosophical debates on the relationship between imagination and ideology as a system of collective representations. Beginning with the critique of ideology outlined by Marx and Mannheim, the course will trace the development of this debate up to the recent confrontations between Althusser, Ricoeur, Habermas and Lyotard. The question of the role of the imagination in a post-modern culture of mass communications—what Barthes called the Civilisation of the Image—will be of central importance.

Richard Kearney

PL 816 The Foundations of Hegel's Philosophy of Art (S: 3)

Based upon a textual analysis of Hegel's *Early Writings* and the *Phenomenology of Spirit*, this course mainly discusses two topics: his critique

of Kant and his interpretation of the ethical life of the Greeks. *Jacques M. Taminiaux*

PL 819 Kant and Hegel on Art

Textual examination of Kant's Third Critique and its influence on Hegel's Philosophy of Art. Offered Spring, 1990 *Jacques M. Taminiaux*

PL 820 Reason and Faith in Hegel, Kierkegaard, Blondel (F: 3)

Starting from an examination of how infinity presents itself in each of these authors, the seminar will study how each proceeds in philosophy of religion and in the question of the relation between reason and faith.

Oliva Blanchette

PL 821 Love and Narcissism

What is the nature of love as distinct from desire? Can it be "unselfish"? Contemporary psychoanalytic insights make necessary a re-examination of these issues in the light of certain classic philosophical texts.

Offered Fall, 1989 *William J. Richardson, S.J.*

PL 826 Wittgenstein, Ryle, Austin

Prerequisite: PL 423

The major part of this course will take the form of a workshop whose aim is to provide a unified and coherent introduction into the thought of Ludwig Wittgenstein. Some possible implications of Wittgenstein's approach and method of philosophizing will be investigated by examining certain major works of Gilbert Ryle and J. L. Austin. PL 423 or an equivalent introductory course in analytic philosophy is a desirable prerequisite.

Offered Spring, 1990 *Richard T. Murphy*

PL 829 Towards an Ethics of Desire

Freud's discovery of the unconscious and his consequent insistence on the primordially of the pleasure principle force the philosopher to reconsider by attempting to situate Freud with regard to such thinkers as Aristotle, Kant and the Marquis de Sade.

Offered Fall, 1989 *William J. Richardson, S.J.*

PL 831 Heidegger and Aristotle (F: 3)

Based upon unpublished lectures given in Marburg before *Being and Time*, this course aims at showing how a peculiar interpretation and appropriation of *The Nicomachean Ethics* provides the foundational structure of Heidegger's fundamental ontology.

Jacques M. Taminiaux

PL 834 Lonergan's Economics (S: 3)

This course will concentrate on the study of Lonergan's economics manuscript on circulation analysis and situate the good of order as economic within the overall framework of the human good.

*Frederick G. Lawrence
Patrick H. Byrne*

PL 839 Psychoanalysis and the Question of Woman (F: 3)

Psychoanalysis has been judged to be phallogocentric in its basic orientation and to that extent "anti-feminist." Freud's own formulations in the matter surely give some warrant for this assumption, but Jacques Lacan's "return to Freud" attempts to rethink Freud's categories, thus proposing a new way to conceive of sexual identification in general and that of the Woman in particular.

This seminar for graduate students will raise the question as to whether Lacan's approach to the problem is any more congenial to feminist thinking than Freud's. It will examine both Freud's and Lacan's theories in turn and conclude by opening up the horizon of contemporary French feminism that has been profoundly influenced by both.

William J. Richardson, S.J.

PL 841 The Structure of Finite Being (S: 3)

A detailed analysis of the famous controversy on essence and existence and the problem of their distinction. The role of Suarez as an historian and critic of the "real distinction" will be examined.

Norman J. Wells

PL 855 Seminar: Heidegger I (F: 3)

A close textual analysis of *Being and Time*, focusing on Heidegger's epochal insights on man, world, time and being.

Thomas J. Owens

PL 856 Seminar: Heidegger II (S: 3)

This is a continuation of the fall semester course (PL 855) and open only to students who have participated in that course.

Thomas J. Owens

PL 900 Husserl's Logical Investigations

A critical examination of the principal themes from Husserl's works on logic: the nature of meaning, the relationship between judgment and truth, and the ontology which meaningful discourse presupposes. An effort will be made to relate Husserl's approach to the contemporary analytical tradition.

Offered Fall, 1989 *Richard Cobb-Stevens*

PL 911 Language and Psychoanalysis in Practice

The re-reading of Freud by J. Lacan includes a re-examination of Freud's case studies. This course will reflect on Lacan's theoretical conceptions insofar as they may be disengaged from his re-interpretation of Freud's major analyses and other clinical vignettes.

Offered Fall, 1989 *William J. Richardson, S.J.*

PL 930 Critical Theory

An investigation of Critical Theory as it occurs in the so-called Frankfurt School. We will examine the foundations of Critical Theory in Marx and the developments of Critical Theory in Adorno, Horkheimer and Habermas.

Offered Spring, 1990 *David M. Rasmussen*

PL 936 Capital: Volume I

A seminar on Volume One of *Capital*. The course will concentrate both on the methodology of *Capital* and the significance of the work for social philosophy.

Offered Spring, 1990 *David M. Rasmussen*

PL 961 Seminar: Bioethics

A critical examination of the relation between technology and medicine and its ramifications in health care with special concentration on issues where this relation seems most crucial, such as specialization, transplant surgery, experimentation and health care management.

Offered Spring, 1990 *Oliva Blanchette*

PL 966 De Anima: Aristotle and Aquinas

The issue is rational psychology and the thesis is that nowhere was it better developed than in the work of the Philosopher and his main medieval commentator. We will concentrate on Aristotle's book on the soul and on Aquinas' similarly named work. Seminar work will be done on the nature of the soul, its functions, its destiny; as well as on what has become of all

these questions in the centuries since the heyday of rational psychology.

Offered Fall, 1989 *Thomas J. Blakeley*

PL 990 Teaching Seminar

Required of all first and second year doctoral candidates. This course includes discussion of teaching techniques, planning of curricula, and careful analysis of various ways of presenting major philosophical texts.

Richard Cobb-Stevens

PL 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit.

Physics

Faculty

Professor Robert L. Carovillano, A.B., Rutgers University; Ph.D., Indiana University

Professor Joseph H. Chen, B.S., Saint Procopius College; Ph.D., University of Notre Dame

Professor Baldassare Di Bartolo, Dott. Ing., University of Palermo; Ph.D., Massachusetts Institute of Technology

Associate Professor Robert L. Becker, B.S., Missouri Schools of Mines; M.S., Ph.D., University of Wisconsin

Associate Professor George J. Goldsmith, B.S., University of Vermont; M.S., Ph.D., Purdue University

Associate Professor Rein A. Uritam, Chairperson of the Department A.B., Concordia College; A.B., Oxford University; A.M., Ph.D., Princeton University

Assistant Professor David A. Broido, B.S., University of California, Santa Barbara; Ph.D., University of California, San Diego

Assistant Professor Krzysztof Kempa, M.S., Technical University of Wroclaw; Ph.D., University of Wroclaw

Assistant Professor Francis A. Liuiima, S.J., M.S., Boston College; Ph.D., St. Louis University

Research Professor Pradip M. Bakshi, B.S., University of Bombay; A.M., Ph.D., Harvard University

Research Professor Robert H. Eather, B.Sc., (Hons. I), Newcastle University College; Ph.D., D.S.C., University of New South Wales

Research Professor Gabor Kalman, D.Sc., Israel Institute of Technology

Program Description

The Department offers comprehensive programs of study and research leading to the degrees Master of Science (M.S.), Master of Science in Teaching (M.S.T.), and Doctor of Philosophy (Ph.D.). Courses emphasize the basic principles of physics and prepare students to choose a major field of concentration according to their interests and abilities. Students intending to undertake experimental research are expected to develop, primarily on their own initiative, the special technical skills required of an experimentalist. Students intending to undertake theoretical research need not develop laboratory skills but are expected to demonstrate by outstanding achievements in course work their special aptitude for analysis.

Master's Program

Each candidate for a Master's degree must pass a qualifying examination (Master's Comprehensive) administered by the Department and meet specified course and credit requirements. The qualifying examination shall be prepared by a committee of at least three faculty members appointed by the Chairperson and normally shall be administered each September. This committee shall evaluate the qualifying examinations in conjunction with the graduate faculty. Normally no more than three (3) credits of PH 799 Readings and Research may be applied to any Master's program. The M.S. degree is available *with or without* a thesis, and the M.S.T. requires a paper but no thesis.

M.S. With Thesis

This program requires thirty (30) credits that normally consist of twenty-seven (27) credits of course work plus three (3) thesis credits (PH 801). Required courses include: PH 711, PH 721, PH 732, PH 741 and PH 707–708. The qualifying examination is essentially based on the contents of the first four of these courses and is normally taken at the first opportunity following the completion of these courses. The M.S. thesis research is performed under the direction of a full-time member of the graduate faculty, professional or research staff. A submitted thesis shall have at least two faculty readers, including the director, assigned by the Chairperson. The thesis is accepted after the successful completion of a public, oral examination conducted by the readers.

M.S. Without Thesis

This program requires thirty-six (36) credits of course work. The same course and qualifying examination requirements for the M.S. with thesis apply here except that in addition the courses PH 722, PH 733, and PH 742 are required.

M.S.T. Degree

This program requires at least fifteen (15) credits from graduate or upper divisional undergraduate courses in physics. These credits will normally include two of the courses: PH 711, PH 721, PH 732, PH 741. The M.S.T. qualifying examination in physics will be based upon the student's actual course program. A research paper supervised by a full-time member of the graduate faculty is required. The student must also satisfy requirements of the

Department of Education, whose listings should be consulted for information.

Doctor's Program

A student normally enters the doctoral program upon faculty recommendation after passing the M.S. qualifying examination. Students entering Boston College with previous graduate experience may be exempted from the qualifying examination by recommendation of the Graduate Affairs Committee with approval by the chairperson. Unless a waiver is granted, a student wishing to enter the doctoral program must pass the qualifying examination.

Upon entering the doctoral program, each student shall select a field of specialization and establish a working relationship with a member of the faculty. With the approval of a faculty member, who normally shall be the principal advisor, the student shall inform the Chairperson of this major field selection and the Chairperson shall appoint, with the approval of the Department, a faculty Doctoral Committee consisting of at least two full-time faculty members to advise and direct the student through the remainder of his or her graduate studies.

Requirements

Required courses for the doctorate are: PH 722, PH 733, PH 742; and four additional courses in distinct areas chosen from the graduate electives of the Department, or from other graduate departments with the approval of the chairperson. PH 761 and PH 771 are very strongly recommended as two of these four courses.

Some teaching or equivalent educational experience is required. This requirement may be satisfied by at least one year of service as a teaching assistant or by suitable teaching duties. Arrangements are made with each student for a teaching program best suited to his or her overall program of studies.

Comprehensive Examination

Within two years of entering the doctoral program, each student must take the Comprehensive Examination, normally offered each September. This examination, in principle, covers all of physics that a doctoral student can be expected to know at the end of two years of formal course work in the doctoral curriculum; however, it will stress classical mechanics, electromagnetism, quantum mechanics, and statistical physics. The examination has both a written and an oral part. The examination is prepared and administered by a faculty committee, appointed by the Chairperson, and is evaluated by this committee, with approval of the entire graduate faculty of the Department.

Research Area Examination

Within three months of passing the Comprehensive Examination, a student must take the Research Area Examination. This examination is prepared and administered by the student's Doctoral Committee, and covers topics agreed to by the student and his Doctoral Committee as appropriate to prepare the student for research work in his area of interest. The examination is evaluated by the Doctoral Committee, with approval of the entire graduate faculty of the Department. A student may attempt the examination twice under the direction of the same Doctoral Committee.

A student who has passed the Comprehensive Examination and the Research Area Examination, in addition to the course requirements, becomes a *doctoral candidate*.

Thesis

In consultation with the Doctoral Committee each student must submit the completed Outline of Thesis form to the Chairperson. An open meeting shall be scheduled at which the student shall discuss the thesis proposal. The Doctoral Committee, with the approval of the Chairperson, shall decide upon accepting the proposal.

The Chairperson shall recommend to the Dean the appointment of a Doctoral Thesis Committee consisting of at least three Department members (including the student's Doctoral Committee) and an external examiner, where feasible, to read and evaluate the completed thesis and to conduct an open meeting at which the thesis is defended in an oral examination. The thesis is accepted when endorsed on the official title page by the Doctoral Thesis Committee after the oral examination.

General Information

Waivers of Departmental requirements, if not in violation of graduate school requirements, may be granted by recommendation of the Graduate Affairs Committee with approval of the Chairperson.

A variety of theoretical studies are conducted within the Department in areas such as space physics, plasma physics, and astrophysics, atmospheric physics; elementary particles, and current algebras; solid state and mathematical physics.

Experimental programs are mainly in solid state and space physics. Research in solid state physics includes: crystal field studies using spin resonance, spectroscopic and Mössbauer techniques; absorption and fluorescence spectroscopy of solids; energetic radiation effects on the dielectric and optical properties of ionic crystals; electroreflectance in semi-conductors; transport properties of alloys; optical and electrical properties of plasmas in solids. Research is conducted in the field of gas kinetics by means of flash photolysis techniques. Space research includes a variety of experimental projects and related data analysis efforts. These include auroral and airglow physics; space charge effects in satellite environments; electric current and field configurations at high latitudes; and radar studies of the upper atmosphere and ionosphere.

Boston College is a participating institution for available government fellowships and grants. The Department also offers scholarship and teaching assistantship aid to qualified students. Student research assistantships are often available to advanced students in space physics, atmospheric physics, and solid state physics during the summer as well as the academic year.

A diagnostic examination is administered to all entering students to assist in preparing course schedules and detecting deficiencies that should be remedied.

Foreign students are required and other applicants are encouraged to take the G.R.E. Aptitude Test and Advanced Test and to have the scores submitted as part of their application.

With approval, courses numbered in the

600's may be elected by graduate students for credit.

Course Offerings

With approval, courses numbered in the 600's may be elected by graduate students for credit.

PH 610 Coherent Optics and Lasers (S: 3)
A course at the advanced undergraduate and graduate levels. Huygens principle, Fourier transforms, array theorem; image formation and impulse response, resolution, the transfer function, diffraction and interference with partially coherent light, image formation with coherent light, coherent optical data processing, holography, various types of lasers and their application.
Baldassare Di Bartolo

Graduate Courses

PH 700 Physics Colloquium (F, S: no credit)
A weekly discussion of current topics in physics. No academic credit; no fee.

PH 707-708 Physics Graduate Seminar I, II
Discussion of special problems and topics from the current literature.
Offered 1989-90

PH 711 Classical Mechanics (F: 4)
Lagrange's and Hamilton's equations; principle of Least Action; invariance principles; rigid body motion; canonical transformations; Hamilton-Jacobi theory; special theory of relativity; small oscillations; continuous media.
Robert Becker

PH 721 Statistical Physics I (F: 3)
The classical laws and concepts of thermodynamics with selected applications; kinetic and statistical basis of thermodynamics; H-Theorem; the Boltzmann transport equation; transport phenomena.
Pradip M. Bakshi

PH 722 Statistical Physics II (S: 3)
Fundamental principles of classical and quantum statistics; kinetic theory; statistical basis of thermodynamics; selected applications.
Gabor Kalman

PH 732 Electromagnetic Theory I (F: 4)
Physical bases for Maxwell's equations; electrostatics and magnetostatics; multipole moments; energy and momentum conservation for the electromagnetic field; wave phenomena; point charge motion in external fields.
Baldassare Di Bartolo

PH 733 Electromagnetic Theory II (S: 4)
Radiation theory; gauge choices and transformations; Lienard-Wiechert potentials; dispersion and scattering theory; special theory of relativity; covariant electrodynamics; spin and angular momentum of the electromagnetic field; selected applications. *Baldassare Di Bartolo*

PH 735-736 Techniques of Experimental Physics I, II (F: 3-S: 3)
A laboratory course in contemporary techniques of experimental physics and materials science. Experimental studies will be conducted in the optical, transport, and electrical properties of semiconductors, fluors, insulators and metals. Coherent and incoherent light sources; photoemissive, photoconductive, and photovoltaic transducers; analog-to-digital and digital-to-analog converters; microcomputer inter-

faces; electrometers; lock-in detectors; spectrometers; cryostats; and laboratory magnets represent the kinds of apparatus which will be involved. The course will meet for six hours per week of laboratory work, and one hour of lecture.
George Goldsmith

PH 741 Quantum Mechanics I (S: 4)
Fundamental concepts; bound states and scattering theory; the Coulomb field; perturbation theory; angular momentum and spin; symmetry and the Pauli principle. *Pradip M. Bakshi*

PH 742 Quantum Mechanics II
Interaction of radiation with matter; selection rules; second quantization; Dirac theory of the electron; scattering theory.
Offered 1989-90

PH 761 Solid State Physics I (F: 3)
Crystal structure and bonding, diffraction and the reciprocal lattice, thermal properties and lattice vibrations, the free-electron model, energy bands in solids, semiconductor theory and devices.
David Broido

PH 771 Plasma and Space Physics (F: 3)
This course examines comprehensively the plasma state of matter, with emphasis on space and astrophysical conditions. Topics include basic plasma concepts (Debye length, plasma oscillations, etc.), kinetic theory as it applies to the plasma state (plasma kinetics), and magnetofluid dynamics. Selected applications from magnetospheric, astro-, space, or ionospheric physics are chosen to illustrate the four main topics of the course: plasma transport phenomena, thermal and radiative processes in plasmas, plasma waves and instabilities, and electromagnetic waves in plasmas.
Pradip M. Bakshi

PH 799 Readings and Research in Physics (F, S: credits by arrangement)
By arrangement *The Department*

PH 801 Physics Thesis Research (F: 3-S: 3)
A research problem of an original and investigative nature.
By arrangement *The Department*

PH 802 Physics Thesis Direction (F: 0-S: 0)
A non-credit course for those who have received six credits for Thesis Research but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.
By arrangement *The Department*

PH 835-836 Mathematical Physics I, II (F: 2-S: 2)
Matrix algebra, linear vector spaces, orthogonal functions and expansions, boundary value problems, introduction to Green's functions.
Pradip M. Bakshi

PH 847 Solid State Physics II (S: 3)
Dielectric and optical properties of solids, ferroelectrics, magnetic properties, superconductivity, topics in metallurgy and defects in solids.
David Broido

PH 901 Seminar: Space Physics (S: 3)
A selection of current research topics in space physics, such as: the solar wind, force free magnetic fields, wave-particle interaction, convection processes, reconnection.
Robert H. Eather

PH 902 Seminar: Solid State Physics (F: 3)
A study of advanced topics in the theory of solid state.
Krzysztof Kempa

PH 903 Seminar: Magnetospheric Physics
A selection of current topics in magnetospheric physics, such as: auroras, magnetospheric structure, high latitude electric fields, pulsations, comparative planetary magnetospheres, magnetospheric-ionospheric coupling.
The Department

PH 905 Seminar: Spectroscopy
Study of the fundamental principles of various spectroscopic techniques (NMR, EPR, absorption, luminescence, photoacoustics).
The Department

PH 906 Seminar: Atomic and Molecular Physics
Studies of atomic and molecular structures, molecular photophysics and flash photolysis.
The Department

PH 907 Seminar: Plasma Physics
Plasma kinetic theory. Plasma response functions. Wave-particle interactions. Nonlinear effects. Turbulence. Radiation processes.
The Department

PH 908 Seminar: Dense Plasmas
Statistical mechanics of dense plasmas. Equation of state. Response functions and transport coefficients. Bound states and ionization equilibria. Metallic plasmas.
The Department

PH 910 Seminar: Topics in Physics (S: 3)
A seminar course on topics in theoretical or experimental physics given in accordance with current research interests or needs of the students and faculty of the department.
The Department

PH 914 Seminar: Topics in Space Physics
A seminar course on advanced topics in space physics.

PH 916 Seminar: Semiconductor Physics
Basic properties of intrinsic non-degenerate and degenerate semiconductors, effects of impurity levels, excess carrier behavior, radiative and radiationless recombinations, trapping of free carriers, junctions and devices.

PH 950 Group Theory
Basic concepts; point symmetry groups; selected applications in quantum and elementary particle theory.
The Department

PH 970 Quantum Mechanics III (S: 3)
Formal theory of scattering of Dirac particles; quantum electrodynamics; S-matrix theory, generalized symmetry principles and conservation laws.
Rein A. Uritam

PH 975 Many Body Physics (F: 3)
An introduction to the methods and basic physical processes in many body physics. Emphasis is on the comparison of various physical systems and on modern approximation methods. Noninteracting and interacting Fermi and Bose systems; electron gas, nuclear matter, etc.; superconducting Fermi systems; response functions; many body Green function methods.
Gabor Kalman

PH 980 Elementary Particle Physics
Properties and systematics of elementary particles; scattering, decays, resonances. Symmetry principles, classification schemes; theory of

strong, weak and electromagnetic interactions, field theory and recent developments.
Offered 1989–90

PH 992 Advanced Topics in Mathematical Physics

Emphasis will be on systematic development of mathematical techniques, with wide-ranging applications to important physical problems serving to illustrate the underlying essential common features. Particular topics to be covered will depend on the interests of the audience.

PH 999 Physics Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of the university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit. Doctoral candidates must enroll each semester.

Political Science

Faculty

Professor Robert K. Faulkner,
Chairperson of the Department
A.B., Dartmouth College; A.B., Oxford
University; A.M., Ph.D., University of Chicago

Professor David Lowenthal, A.B., Brooklyn
College; B.S., New York University; A.M.,
Ph.D., New School for Social Research

Professor Marvin C. Rintala, A.B., University
of Chicago; A.M., Ph.D., Fletcher School of
Law and Diplomacy

Professor Kay L. Schlozman, A.B., Wellesley
College; A.M., Ph.D., University of Chicago

Professor Robert Scigliano, A.B., A.M.,
University of California at Los Angeles; Ph.D.,
University of Chicago

Professor Peter S.H. Tang, A.B., National
Chengchi University; A.M., Ph.D., Columbia
University

Associate Professor Gary P. Brazier, B.S.,
Southern Illinois University; Ph.D., University
of Minnesota

Associate Professor Christopher J. Bruell,
A.B., Cornell University; A.M., Ph.D.,
University of Chicago

Associate Professor Donald S. Carlisle, A.B.,
Brown University; Ph.D., Harvard University

Associate Professor David A. Deese, B.A.,
Dartmouth College; M.A., M.A.L.D., Ph.D.,
Fletcher School of Law and Diplomacy

Associate Professor Donald L. Hafner, A.B.,
Kalamazoo College; Ph.D., University of
Chicago

Associate Professor Dennis Hale, A.B.,
Oberlin College; Ph.D., City University

Associate Professor Marc K. Landy, A.B.,
Oberlin College; Ph.D., Harvard University

Associate Professor David R. Manwaring,
A.B., A.M., University of Michigan; Ph.D.,
University of Wisconsin

Associate Professor Susan M. Shell, B.A.,
Cornell University; Ph.D., Harvard University

Associate Professor John T. Tierney, A.B.,
Johns Hopkins University; Ph.D., Harvard
University

Assistant Professor Eliza J. Willis, B.S.F.S.,
Georgetown University; Ph.D., University of
Texas at Austin

Program Description

The Department offers advanced study in American politics, comparative politics, international relations, and political philosophy. It displays a distinctive blend of philosophical and practical concerns within a tradition of friendly debate and scholarly exchange. Seminars and courses are supplemented by individual readings and informal gatherings. Both the Master's and Doctoral programs are flexible as to fields and courses, and they allow students to study in other departments and at other universities around Boston.

Master of Arts Degree

There are several variants in the Master's program, all requiring ten courses with at least one course taken in three of the Department's four fields. The passing of a comprehensive examination completes the program.

Regular M.A. program Two courses (three, with permission) may be taken outside the Department, and credit for two courses may be received for writing a thesis. If a student chooses to write a thesis, the written part of the comprehensive examination is waived.

Joint M.A. programs Students take four courses in Classics, Economics, or Law. (Other programs may be added.) A member of the outside department serves on the comprehensive examination committee.

Other programs The Department cooperates in the interdisciplinary program in American Studies, which also includes the departments of Economics, English, History, and Sociology, and in the program in a Master of Arts in Teaching (M.A.T.) with the School of Education.

The several Master's programs are designed for persons interested in teaching, pursuing the doctorate, and entering government or other public service. M.A. students take the same courses as doctoral students, and they may apply for transfer to the Ph.D. program during or at the end of their M.A. study.

Doctor of Philosophy Degree

The program entails sixteen courses (three or four a semester), about half of which, taken in a single field, constitute a major, and about half of which, distributed over three fields, constitute minors. Study done in another department may be counted toward the major or may be substituted for one of the minors. Where appropriate, special fields of a student's devising may be offered in place of regular fields. Reading proficiency in one foreign language must be demonstrated.

Comprehensive examinations are taken at the end of the course program, after which students undertake their dissertations.

Admissions

Ph.D. applications must be completed by March 1, and decisions are made by April 1.

M.A. applications are reviewed as they are completed.

Financial Aid

The Department has several renewable grants for entering doctoral students. They carry full tuition remission and a stipend which is partly a fellowship and partly a research or teaching assistantship. It also has a Thomas P. O'Neill Fellowship for an entering doctoral student interested in American Politics, which is either renewable or may be replaced by a regular grant.

Occasionally, the Department is able to offer some tuition aid to Master's students.

Course Offerings

Graduate Seminars

American Government

PO 701 Party Systems and Electoral Politics (F: 3)

This course will present an analysis of selected aspects of the nature and functioning of American political parties and their contribution to democracy in America. Special attention will be given to parties as electoral institutions. Topics to be covered include, among others, party organization, third parties, critical election theory, electoral reform and parties in government.
Kay L. Schlozman

PO 703 The U.S. Congress (F: 3)

Analytical study of the national legislature, its powers, functions and role in policy formation. Emphasis is given to its relationship to the executive and administrative establishments and to interest groups and constituency.
Gary P. Brazier

PO 706 The American Founding (S: 3)

A study of the founding of the American regime, including the Constitutional Convention discussions, the Federalist, Anti-Federalist writings, and the writings of leading founders.
Robert Scigliano

PO 708 Judicial Politics

Study of American courts as political actors in a political system, with principal emphasis on their various external relations: with other courts; with their powerful neighbors in the separation-of-powers system; and with their various "publics"—the legal profession, the press, party organizations, etc. While primary focus is on the United States Supreme Court, attention will also be devoted to state and lower federal courts.
Not offered 1988–89 *David R. Manwaring*

PO 709 American Judiciary

An inquiry into the organization and processes of the judicial system of the United States, including prominent literature on the subject.
Not offered 1988–89 *Robert Scigliano*

PO 710 American Presidency

An historical and analytic development of the office and powers of the Chief Executive.
Not offered 1988–89 *Robert Scigliano*

PO 713 Metropolitan Area Government

An examination of several specific efforts undertaken in the United States and Canada

to improve government in metropolitan areas. Considerable attention given to the important values held by urban dwellers that impede or promote metropolitan integration.
Not offered 1988–89 Gary P. Brazier

PO 718 Private Organizations and the Limits of Democratic Pluralism

This course will examine the myriad private organizations—corporations, trade associations, unions, professional associations, environmental and consumer groups, civil rights groups and so on—that are involved in American national politics, their relationships with both their constituents and policymakers; the techniques they use to influence political outcomes; and the implications of their activity for public life. Among the readings will be a number of major interpretations of the relationship of private to public power in American democracy including works by David Truman, Robert Dahl, Mancur Olson, Grant McConnell, James Q. Wilson, and Charles E. Lindblom.
Not offered 1988–89 Kay L. Schlozman

Comparative Politics

PO 775 Topics in Soviet Politics

An analysis of different approaches to the Soviet political system as well as to methodological and research problems. Each student will undertake a research project. In some semesters special attention will be devoted to a designated problem as the major topic for seminar consideration. Examples of such special topics are the following: the changing role of the Communist Party; the Soviet social-class structure; Stalin; a comparison of Union Republics; Soviet Central Asia.
Not offered 1988–89 Donald S. Carlisle

International Politics

PO 858 Chinese Foreign Policy

A study of the basic principles and agencies for the formulation and execution of Chinese foreign policy. Particular attention is given to Chinese views and behavior toward the United States, the USSR, other developed countries, Communist-controlled states and developing nations. Impact on the United Nations, as well as international peace and security will be examined.
Not offered 1988–89 Peter S. H. Tang

PO 864 America in Vietnam (F: 3)

This course surveys American involvement in Vietnam from 1945 through 1975, with emphasis upon the war years and upon the “Lessons” that Americans (Left, Right, Center; scholar, politician, military officer) have drawn from the war.
Donald L. Hafner

Political Theory

PO 909 The Political Philosophy of Montesquieu

Not offered 1988–89 David Lowenthal

PO 911 Aristotle's Politics

Not offered 1988–89 Christopher J. Bruell

PO 915 Francis Bacon and the Politics of Progress

A study of Bacon's most obviously “civil and moral” works, especially the *Essays* and the *New Atlantis*. The seminar will propound and test a thesis: these are conspiratorial writings intend-

ed to bring about the economic, technological and humanitarian nation-states, blending masses with elites, that characterize much of modern politics.
Not offered 1988–89 Robert K. Faulkner

PO 920 Shakespeare and Machiavelli (F: 3)

Shakespeare's defense of Plato and Aristotle against modern and ancient alternatives.
David Lowenthal

PO 924 Montesquieu's Spirit of Laws

A careful reading of this classic work.
Not offered 1988–89 David Lowenthal

PO 926 Machiavelli's Prince and Plays

A study of *Mandragola*, *Clizia*, and *Prince*.
Not offered 1988–89 Robert K. Faulkner

PO 931 Shakespeare's Politics

Shakespeare's understanding of political life and its various forms as found in *Othello*, *The Merchant of Venice*, *Coriolanus*, *Julius Caesar*, *Henry V* and *Richard III* or other plays.
Not offered 1988–89 David Lowenthal

PO 935 Shakespeare's Politics II

Hamlet, *King Lear*, *Midsummer Night's Dream*, *Measure for Measure*.
Not offered 1988–89 David Lowenthal

PO 941 Natural Rights

A study of the meaning and basis of the idea of natural rights in Hobbes and Locke.
Not offered 1988–89 David Lowenthal

PO 944 Rousseau

Not offered 1988–89 Susan Shell

PO 946 Hegel

Not offered 1988–89 Susan Shell

PO 948 Political Philosophy of Rousseau

Selected works to be announced.
Not offered 1988–89 David Lowenthal

PO 949 The Political Philosophy of Xenophon

A study of some or all of the following texts (depending on availability): *Education of Cyrus*, *Hellenika*, *Anabasis*, *Symposium*, *Memorabilia*.
Not offered 1988–89 Christopher J. Bruell

PO 953 Aristophanes and Socrates

The course will consider Aristophanes' understanding of the relationship between wisdom and political society through a reading of the *Clouds*, *Frogs*, *Birds* and perhaps one or two other plays.
Not offered 1988–89 Christopher J. Bruell

PO 954 Political Philosophy and History: Thucydides

Not offered 1988–89 Christopher J. Bruell

PO 955 Readings in Classical Political Philosophy (F: 3)

Christopher J. Bruell

PO 956 Plato's Laws

Not offered 1988–89 Christopher J. Bruell

PO 957 Socratic Political Philosophy

Readings in the shorter Platonic dialogues and perhaps also in Xenophon.
Not offered 1988–89 Christopher J. Bruell

PO 958 Morals in Politics: Nicomachean Ethics and Prince

A consideration of the priority given ethics by Aristotle's political science, and of the chief criticisms made by Machiavelli.
Not offered 1988–89 Robert K. Faulkner

PO 959 Thucydides

Not offered 1988–89 Christopher J. Bruell

PO 961 Liberalism, Conservatism, and Marxism

A study of the classics of these modern political movements to determine their influence and worth. Readings selected from Locke, Federalist Papers, Mill, Burke, Marx and Engels, Lenin.
Not offered 1988–89 David Lowenthal

PO 962 Kant

Not offered 1988–89 Susan Shell

PO 963 German Idealism (S: 3)

A close study of the political thought of the German Idealists.
Susan Shell

PO 964 Machiavelli and Bacon

While Niccolo Machiavelli plans modern realistic states and nations, Bacon plans a realistic state of science and progress. The seminar explores these seminal plans and their connections. Works to be read: *Discourses on Livy*, *New Atlantis*, and portions of *Advancement of Learning* and *Essays*.
Not offered 1988–89 Robert K. Faulkner

Graduate-Undergraduate Seminars

PO 362 Seminar: Political Economy and Public Policy (F: 3)

This seminar examines the contribution of a selected group of contemporary economists to debates about the purposes of public policy and the appropriate means for achieving those purposes. Specific topics to be analyzed include: economic growth; regulation of business; planning; inflation; income redistribution and the public use of private incentives.
Marc Landy

PO 364 Seminar: The New Deal and the Transformation of American Politics

This seminar examines the New Deal in terms of American political development. It includes an intensive examination of the specific political developments and of the role of FDR's political leadership in shaping those developments.
Not offered 1988–89 Marc Landy

PO 366 Seminar: Problems in Congressional Policy-making

This seminar offers an intensive examination of the nature of policy-making in the contemporary Congress. Special attention will be paid to the ways in which recent changes in the institutional structure and political environment of Congress have affected the legislature's ability to enact effective policies. We shall consider the extent to which changes such as the decentralization of power in Congress have rendered it less capable of responding to broad national needs and less able to enact coherent or comprehensive legislation. We shall focus on the reasons for congressional hypersensitivity to outside pressures and on the consequences of the new entrepreneurial style of congressional policy-making.
Not offered 1988–89 John Tierney

PO 368 Seminar: Legislative-Executive Policy-making

This seminar focuses on the policy-making structures and processes of Congress and the executive institutions (agencies as well as the president). Our concern is to understand the distinctive contributions each institution has to

make in the various stages of public policy-making, from the initial identification of problems to the implementation and evaluation of policies. We shall examine how the roles of each institution are shaped by internal characteristics and by constitutional and political factors. We shall also pay attention to the ways in which the roles and capacities of each institution differ from one policy area to another. Not offered 1988–1989 *John Tierney*

PO 376 Seminar: Current Constitutional Issues

Examination of major controversies regarding constitutional role of American courts. Tentative topics include judicial activism/creativity vs. "original intent" interpretivism; jurisdiction, congestion and the problem of access; the Reagan/Burger "counterrevolution" in civil liberties; the rebirth of states' rights and economic liberty as issues. Not offered 1988–89 *David R. Manwaring*

PO 379 Seminar: Current Constitutional Issues II (F: 3)

Topics for 1988 include Rehnquist-led changes in defendants' rights, church-state relations, and separation of powers; the Reagan judicial appointments. *David R. Manwaring*

PO 452 Seminar: Topics in Latin American Politics (S: 3)

The topics covered in this seminar vary from year to year. During the 1988-1989 academic year we will discuss the current crisis in Central America. What are the origins, both national and international, of conflicts in the region? What roles are played by key actors, domestic (the military, economic elites, and guerrilla groups) and foreign (U.S. Congress, U.S. President, Cuba and the Soviet Union). Is U.S. intervention justified? If so, in service of what ideals or interests? The seminar will examine the prospects for the peaceful resolution of the crisis. *Eliza Willis*

PO 461 Seminar: Power and Personality (F: 3)

This seminar examines both the significance of personality in seeking, exercising, and losing power and the significance of seeking, exercising, and losing power for personality. Class discussion will focus first on certain analytical, including psychoanalytical, hypotheses about the relationship between power and personality, then on applying and testing these hypotheses in psychobiographies of particular powerful persons such as Woodrow Wilson, Winston Churchill, and Adolf Hitler, and finally on student research projects. *Marvin Rintala*

PO 462 Seminar: Parties and Party Systems

Parties are often seen as the most powerful institutions in modern political systems. This seminar addresses four related questions: What is a party? What kinds of party are there? What is a party system? What kinds of party system are there? Class discussion will focus first on the major projects. The empirical data will come from modern, especially European, political systems. Not offered 1988–89 *Marvin Rintala*

PO 556 Seminar: On War (S: 3)

A course on the causes, nature, and outcomes of international crises and war. Surveys classic and modern works, including the evolution of conflict in the nuclear age. Analyzes nations' approaches to formulating grand strategy. Focuses on causes of war at the individual, national and international levels. Reviews the role of arms control in grand strategy and in reducing the probability of conventional and nuclear war. *David A. Deese*

cuses on causes of war at the individual, national and international levels. Reviews the role of arms control in grand strategy and in reducing the probability of conventional and nuclear war. *David A. Deese*

PO 558 Seminar: The State and the International System (S: 3)

This seminar examines the impact of the nation/state upon international politics, and of diverse international systems upon the state. It considers European absolutism, democracy and socialism, personalism in the Third World, war, imperialism, revolution, international cooperation, nationalism and economic dependence and interdependence. The perspectives and theoretical traditions of both comparative and international politics will be addressed. *The Department*

PO 561 Seminar: Theory in International Politics (F: 3)

An advanced seminar which explores the limits and possibilities of theory and analytical methods in international politics. Surveys the process of research and progress in political science. Reviews history of international studies. Focuses on theories about international systems and interaction among states, international regimes, and multinational corporations, and on theories about states and leaders. Reviews promising avenues of research and theory building. *David A. Deese*

PO 563 Chinese Foreign Policy (S: 3)

A study of the basic principles and agencies for the formulation and execution of Chinese foreign policy. Particular attention is given to Chinese views and behavior toward the United States, the USSR, other developed countries, Communist-controlled states and developing nations. Impact on the United Nations, as well as on international peace and security, will be examined. *Peter S. H. Tang*

PO 654 Seminar: The Political Philosophy of Hegel

Undergraduate seminar. A close reading of Hegel's *Philosophy of Right* with special attention to such topics as community, war and peace, and the nature and limits of justice. Some background in political theory or philosophy is recommended. Not offered 1988–89 *Susan Shell*

PO 665 (TH 415) Seminar: Spinoza's Political and Religious Liberalism (S: 3)

The course will concentrate on Spinoza's *Theologico-Political Treatise*, one of the key books of early modern liberalism and the one that defined the terms in which the problem of faith and reason would henceforth be posed by most theologians and philosophers. Spinoza's short *Political Treatise* and selections from his *Ethics* will also be read. Special stress will be laid on Spinoza's justification of liberalism, both political and religious, his analysis of miracles, his novel method of biblical interpretation, and his peculiarly modern understanding of natural right. *Christopher J. Bruell*
Ernest Fortin, A.A.

PO 666 Seminar: Politics, Art and Literature: The Russian Experience

Central attention in this seminar is directed to the role of the intellectual, especially the writer and artist, in Russian and Soviet history. The interaction of culture and politics will be examined. The unfolding of the Russian political mind will be traced through Muscovy, the

Tsarist and Soviet periods. Major focus in the course will be on the emergence and transformation of the Russian intelligentsia as reflected in political thought, literature and the arts.

Some of the individuals who will be dealt with are: Rublov, Pushkin, Dostoevsky, Tolstoy, Gorky, Lenin, Trotsky, Zamyatin, Eisenstein, Pasternak, and Solzhenitsyn. Not offered 1988–89 *Donald S. Carlisle*

**Undergraduate Courses Open to Graduate Students
American Politics**

PO 302 American National Government (S: 3)

This is a survey of American national government and politics. Among the topics treated are: the constitutional founding, Congress, the Presidency, the Supreme Court, political parties and elections, and civil liberties and equality. Open to students seeking an introduction to American government and politics who have not taken PO 024 or PO 061 or advanced courses in general American politics. *Robert Scigliano*

PO 303 The Modern Presidency (F: 3)

An investigation of the development of the Presidency in the twentieth century. Special attention will be given to the manner in which the activist presidents from Franklin Roosevelt to Ronald Reagan have attempted to reconcile the role of domestic steward with that of world leader. Note: not open to students who have taken PO 317. *Marc Landy*

PO 305 State and Local Government

Analysis of state constitutions, legislative, executive, and judicial organization and procedures; political parties, political interest groups and elections; state-local government relations; personnel, finance, and major functions. Not offered 1988–89 *Gary P. Brazier*

PO 306 American Parties and Elections (F: 3)

A general survey of American political parties and elections. Investigation of such topics as minor parties, the life and death of party machines, the role of the media in political campaigns, the importance of money in politics, and changing political commitments and alignments will entail consideration of the issues, personalities and campaign tactics involved in recent elections. Emphasis will be placed on the role of parties in structuring political conflict and the role of elections in enhancing citizen control of political leaders. *Kay L. Schlozman*

PO 308 Public Administration (S: 3)

This course will be devoted to an examination of the behavior of public administrative agencies at all levels of government, with a focus on the federal bureaucracy. Among the topics covered are: theories of organization and administration; leadership; communication; budgeting; administrative law; personnel practices; and public unionism. Among the major themes of this course are the following: Is there an American science of administration? What is the relationship between a country's administrative culture and its political culture? What is bureaucracy for, and where did it come from? Are the "sins" of bureaucracy inevitable, or can bureaucracy be reformed to make it easier to live with? *Dennis Hale*

PO 309 Congressional Politics and Policymaking (F: 3)

The course examines the U.S. Congress from an institutional perspective. Major points of emphasis include: the historical evolution of the Congress and its principal institutional changes; the political environment in which members of Congress operate (focusing on congressional elections and on legislators' relations with their constituents, with executive branch officials, and with representatives of organized interests). The course also examines the institutional structures and behavioral patterns that shape the legislative process: the leadership and the parties; the organization and operation of congressional committees; floor procedures and norms; the growth and professionalization of congressional staff; and the budgetary process. Finally, the course examines different perspectives on congressional policy-making.

John Tierney

PO 310 Politics and the Administration of Justice (S: 3)

Intensive treatment of legal, political and moral issues in the American system of criminal justice, with particular emphasis on the constitutional rights of criminal defendants and various factors (congestion, plea-bargaining, etc.) which affect the viability of those rights.

David R. Manwaring

PO 311 Urban Politics (F: 3)

This is a general survey of the political institutions, decision-making processes, and public policies of urban areas. Among the topics treated are: the economic and political development of the urban community; the nature of political cleavage and conflict in urban areas; the institutions and decision-making processes of urban governments; the public policies of the cities; and an assessment of political alternatives for the governing of urban areas.

Dennis Hale

PO 312 Women in Politics (S: 3)

This course will examine various aspects of women's experiences in political, economic and social life in order to understand how citizens who share common experiences and interests gain awareness of those interests and become a politically relevant force. Attention will be paid to the woman's movement both as it emerged during the 19th century and as it is developing today.

Kay L. Schlozman

PO 316 Topics in American Politics: The President, Congress and the War Power

A study of the role of the President and Congress in foreign policy, particularly with respect to the use of military force. The course considers the intention of the Founding Fathers and political practice from the late eighteenth century to the present.

Not offered 1988–89

Robert Scigliano

PO 317 American Presidency

An examination of the American Presidency in the views and actions of major Presidents; in electoral politics; and in relations with Congress, the courts, and the executive bureaucracy. Special attention will be given to an analysis of styles of Presidential leadership. Not open to students who have taken PO 303.

Not offered 1988–89

Robert Scigliano

PO 319 National Security Policy (F: 3)

An analysis of basic security policy issues facing the United States in a nuclear world, with specific reference to such contemporary mat-

ters as current nuclear strategic policy, arms limitation, American military commitments abroad, and the relationship of the military to a democratic society. (Fulfills Departmental distributional requirement in either American or International Politics.)

Donald L. Hafner

PO 321 American Constitutional Law (F: 3)

The evolution of the American Constitution through Supreme Court decisions is studied, with emphasis on the nature and limits of judicial power and the Court's special role as protector of individual rights.

David R. Manwaring

PO 325 Intergovernmental Relations (F: 3)

An analytical survey of theories, institutions, and forces that shape the distribution and utilization of governmental power within the United States federal system. Particular attention given national-state-local relations and the emerging problems of area and administration.

Gary P. Brazier

PO 327 Politics and Policies in Metropolitan Areas

An investigation of the politics and administration and characteristic problems of metropolitan areas. Special consideration given to the impact of shifting populations on such public policies as land use, housing, welfare, education, and law enforcement.

Not offered 1988–89

Gary P. Brazier

PO 329 American Political Ideas and Institutions (F: 3)

The course has two themes: basic ideas underlying American political institutions, and defenses and critiques of those institutions. The first theme is examined in some of the writings of Jefferson and Lincoln, and the second theme is examined, more extensively, in *The Federalist* and works by Walter Bagehot, Woodrow Wilson, Charles Beard, and a contemporary author.

Robert Scigliano

PO 330 The Politics of Health Care Policy

This course examines how and why health policy issues become political issues and how federal health care policy has developed programmatically over the past thirty-five years, focusing on: biomedical research, Medicare and Medicaid, health maintenance organizations, health planning and regulation, and hospital cost containment. In our examination of each program area, we shall concern ourselves principally with the politics of congressional action, but shall also examine the role of interest groups, presidents, and executive agencies in shaping these policies.

Not offered 1988–89

John Tierney

PO 332 "The Great Rights": The First Amendment and American Democracy

Intensive consideration of two distinctly American contributions to modern politics: the free and open forum of discussion implicit in the guarantees of freedom of speech and press; and the secular state arising out of the establishment and free-exercise clauses. While primary emphasis is on the evolution of the constitutional principles through Supreme Court decisions, attention will also be devoted to political and social impact of these principles and recent political controversies which they have fostered.

Not offered 1988–89

David R. Manwaring

PO 334 Politics of Environment

This course is organized into two units: the first devoted to natural resource questions; the second to pollution. In each case we begin by looking at alternative definitions of the problem at hand. Then we look at how the federal government is organized to treat the problems. Finally we examine the major policy issues at stake.

Not offered 1988–89

Marc Landy

PO 336 Pressure Groups: Organized Interests in American Democracy

This course will examine the nature and activities of the thousands of private organizations — corporations, trade associations, unions, professional associations, environmental and consumer groups, civil rights groups, and others — that are involved in Washington politics. Among the topics discussed will be the kinds of interests represented by organizations in the capital, the resources they mobilize for political action, the relations between the rank and file and the leaders of organizations, the techniques used to influence policy outcomes, the changing nature of pressure politics in Washington (including PACs and direct mail fundraising) and the impact of pressure politics on the way we are governed. Extensive use will be made of actual case material including the politics of Medicare, cigarette advertising and women's rights.

Not offered 1988–89

Kay L. Schlozman

PO 337 Judicial Process (F: 3)

A study of the American judicial process from the initiation of cases to their final determination. Special attention will be given to the tensions between the judiciary and the other branches of government and, consequently, to the question of the proper place of judges in a democratic political system.

Robert Scigliano

PO 340 Public Policy (S: 3)

This course will examine public policymaking in America from both an analytic and developmental perspective. It will look at each of the great waves of policymaking which have occurred in this century and determine the relationship which each has had to contemporary problems and politics.

Marc Landy

PO 341 20th Century American Political Thought (S: 3)

This course will begin with a brief look at the Founding period in American politics, through the writing of John Adams, Alexander Hamilton, and James Madison. From there we will skip to the late 19th century and read, among others, Henry Adams, Edward Bellamy, Henry George, Josiah Royce, Theodore Roosevelt, Woodrow Wilson, Herbert Croly, John Dewey, and Franklin Roosevelt. The course will conclude by considering a selection of more recent authors writing about contemporary political controversies from a philosophical perspective. (This group will change each year; last year it was Robert Bellah and Walker Percy.)

Dennis Hale

PO 343 Politics and Inequality

This course will consider the nature of political and social inequality and its relation to politics. Various bases of inequality—race, sex, class, age, caste—will be discussed. The course will also examine political demands for equality and the ways in which modern governments intervene in society to promote equality. Al-

though illustrative materials will be drawn mainly from American politics, other nations—traditional and modern—will be discussed as well.

Not offered 1988–89 *Kay L. Schlozman*

PO 344 American Legal System (S: 3)

A comprehensive survey. Topics include: historical origins and basic philosophy; American courts and legal procedure; lawyers and the legal profession; modern comparisons (Britain and France); legal reasoning (common law precedent, statutory interpretation); some substantive manifestations (torts, contracts, property); and current weaknesses and unsolved problems (congestion and delay, legal ethics, etc.).

David R. Manwaring

PO 348 Representation/Citizenship

These two topics of American politics will be the subjects of intensive examination, with about half the term being given to each. In the study of representation we will be interested in elective democracy and participatory (direct) democracy and in non-elective forms of representation such as bureaucratic and judicial representation. The study of citizenship will be concerned with the meaning of citizenship, how citizenship is gained and lost and the differences between citizens and aliens.

Not offered 1988–1989. *Robert Scigliano*

PO 349 Politics and the Media (F: 3)

An analysis of the mass media's impact on the workings of the American Political System. Explored will be such topics as the media's interaction with political institutions, its role in campaigning, its use by office holders and politicians, its effect upon recent events in the political arena, e.g., its treatment of terrorism, violence, riots, etc.

Marie Natoli

PO 357 Seminar: The Bargaining Society: Ethical Dilemmas of Deals, Disputes, and Litigation (S: 3)

This course looks beyond the flashy side of bargaining to the unresolved ethical dilemmas. To what extent must we tolerate deception, driving hard bargains, and other deviations in the name of effective negotiation?

Eleanor Holmes Norton

Comparative Politics

PO 405–406 Politics in Western Europe (F, S: 3)

A comparative analysis of political thought, action, and organization in Britain and France (PO 405) and in Germany, Sweden, and Switzerland (PO 406). Serves as an introduction to the study of comparative politics. Counts toward core requirement.

Marvin Rintala

PO 407 The Government and Politics of East Central Europe (F: 3)

This course analyzes the political development as well as domestic and foreign policies of eight Communist-controlled countries of East Central Europe, namely, Albania, Bulgaria, Czechoslovakia, East Germany, Hungary, Poland, Romania, and Yugoslavia. Emphasis is placed on their Communist seizure of power, processes of Sovietization, as well as their relations among the Communist bloc countries and with non-Communist countries. Special attention is paid to the character of the Party and state, quality and standing of the leadership, as well as formulation and evolution of the political, military, economic, social and cultural policies.

cal, military, economic, social and cultural policies.

Peter S. H. Tang

PO 409 The Soviet Political System (F: 3)

This course traces the Soviet state through its phases under Lenin, Stalin, Khrushchev and Brezhnev. The contemporary Soviet political system will be analyzed, with special emphasis on the role of the Communist Party and the problem of totalitarianism. Considerable attention will be devoted to the problems of social class, nationality, and dissent in a modern industrial polity.

Donald S. Carlisle

PO 410 Government and Politics of China (S: 3)

A survey of the ideological framework, historical development, organizational structure and operational techniques of contemporary Chinese political institutions. An analysis of the communist ideology, policies and instruments of power, including the Party, state, economic, social, military, and propaganda machines and such drives as the struggle against revisionism and the cultural revolution.

Peter S. H. Tang

PO 412 Comparative Urban Politics (S: 3)

A comparison of selected American and non-American cities with respect to their traditions, politics and problems.

Gary P. Brazier

PO 413 The Political Economy of Developing Countries (S: 3)

This course concerns the strategies developing countries adopt to promote economic growth, and the impact these choices have on equality, liberty and basic needs. We will look at the way political conditions influence the choice of alternative strategies for economic development, and how economic choices in turn influence the course of political life. After discussing basic approaches to the study of economic and political development, we will turn our attention to comparing recent experiences in Brazil, China, and Taiwan. In addition, each student will choose a fourth country for individual research.

Eliza Willis

PO 422 Crisis Politics: Violence, Revolution and War

This course explores theories (philosophical, anthropological and biological) regarding the roots of violence, revolution and war. We will then analyze selected historical episodes, including French, Russian and Chinese Revolutions, the Nazi experience and total war in the twentieth century. Attention will also be given to the Vietnam episode and to events in America.

Not offered 1988–89

Donald S. Carlisle

PO 423 From Empires to Nations

Analyses of the emergence, maintenance and decline of the major imperial systems. The bureaucratic empires of antiquity, including the Chinese and Roman enterprises, will be treated. The modern continental empires such as the Austro-Hungarian and Russian will be dealt with. Also examined will be the British and French overseas imperial experiences. Finally, contemporary problems, including Soviet and American issues and the emergent nation-states of the so-called Third World, will be discussed.

Not offered 1988–89

Donald Carlisle

PO 428 State and Society in Latin America

This course explores the sources of political instability and change in Latin America. Why

have some states proven so strong while others have appeared so weak? What kind of relationship exists between government and the wider society? In answering these questions, we will examine the roles of both elites (party politicians, officer corps, business leaders, Church hierarchy) and masses (peasants, industrial workers, squatters). We will also consider the impact of foreign intervention, revolutionary movements, and military dictatorship on stability and growth in the region.

Not offered 1988–89

Eliza Willis

PO 436 African Politics

The modern African state is examined in relationship to its pre-colonial traditional roots, European Imperialism and the articulation of a structure of colonial rule, the development of political parties, the legacy of bureaucratic power, class and ethnic conflict, the pursuit of economic development, the growth of military government, the alternative of personalist rule, the possibility of revolution and the persistent challenge of external actors. The focus of this course is on the problem of state building in a context of cultural, social, economic, and political change.

Not offered 1988–89

The Department

PO 439 Leadership in Europe

This course centers on the questions: What is leadership? What kinds of leadership are there? These questions will be answered both analytically and empirically. The data will come partly from studies of political elites in modernizing and modern Europe and partly from the careers of some European leaders, including: Lloyd George, Churchill, and Thatcher in Britain; Blum, Mendes-France, de Gaulle, and Mitterrand in France; Bismarck, Hitler, Adenauer, and Brandt in Germany.

Not offered 1988–89

Marvin Rintala

PO 440 The National Character of Politics (S: 3)

This course uses the concept of national character to understand European politics. It addresses such questions as: How has this concept been used and abused in the past? What is national character? Is this concept identical to the concept of political culture? Of what use in selected European cases is either concept? Case studies include the national character of politics in Britain, France, Germany, Italy, and Spain. The final question addressed by this course is: How useful are national character studies of politics outside Europe?

Marvin Rintala

PO 441 Social Forces in Western European Politics

Evaluation of the relative political significance of language, social class, generational and religious similarities and differences in Western Europe.

Not offered 1988–89

Marvin Rintala

PO 442 The Political Institutions of Western Europe (F: 3)

A comparison of the functions and forms of suffrage, electoral systems (single-member districts or proportional representation), parties and party systems, legislatures, executives, types of states (parliamentary or presidential, republican or monarchical) in Western Europe. The final institution considered will be the state.

Marvin Rintala

International Politics**PO 501 International Politics (F: 3)**

The nation-state system, its principles of operation and the bases of national power and policy are examined. This course serves as an introduction to the study of international politics.

Donald L. Hafner

PO 504 International Politics of Europe: World War II to the Present

A study of the main currents of international relations among European nations in recent decades, focusing particularly on the forces which brought about Europe's division into East and West and contemporary developments which now may be easing that division.

Donald L. Hafner

PO 506 Soviet Foreign Policy

In this course Soviet international behavior will be treated in terms of three sectors: (1) policy toward the West, (2) policy regarding non-Communist underdeveloped countries; (3) policy toward other Communist states and non-ruling Communist parties. Topics such as the Comintern, "Socialism in One Country", the Soviet Bloc, the Cold War, Peaceful Coexistence, and Polycentrism, as well as other contemporary international problems will be considered.

Not offered 1988–89

Donald S. Carlisle

PO 507 International Communist Movement (S: 3)

A survey of the theory and practice of the world communist movement as advocated and promoted by Marx, Engels, Lenin, Stalin, Mao, and Castro. An examination of the political, economic, social, and cultural transformation of the communist countries, as well as the evolution and struggle of the communist parties. An inquiry into the prospects of the communist movement.

Peter S. H. Tang

PO 509 International Organization

The study of international organization is the study of international cooperation. Multilateral relations amongst states have been structured with the assistance of international institutions. World order was a new idea in the nineteenth century when diplomacy was carried out largely through bilateral means. Today the call for greater international cooperation must be examined in the light of a century and a half of international institutional development. In this course a variety of perspectives will be examined—from the view that international organizations are captives of their member states to the notion that they are the basis for a future world government.

Not offered 1988–89

The Department

PO 512 Sino-Soviet Relations (F: 3)

A study of the background and development of political, economic, strategic, social, and cultural relations between Russia and China, especially in the light of their changed regimes. Emphases are given to ideological issues between the Soviet and Chinese Communist Parties and the impact of their current disputes on the world.

Peter S. H. Tang

PO 516 American Foreign Policy

This course will examine the distinctive ways in which the American public and policy-makers have understood and applied principles of international politics during our nation's history. The domestic political as well as the intellectual

foundations of American international behavior will be studied.

Not offered 1988–89

Donald L. Hafner

PO 525 Introduction to International Political Economy (F: 3)

Reviews the three contending classical approaches to the study of international political economy; liberalism, Marxism and mercantilism. Focuses on international trade, finance and the multinational corporation, and the underlying theory of international regimes. Extends the examination to the specific issues involved in East-West and North-South relations. Demonstrates and integrates the key theory and trends from the course through applied analysis of the continuing oil crisis and evolution in world energy markets.

David A. Deese

PO 526 Advanced Topics in International and Comparative Political Economy (S: 3)

Offers students with prior coursework in international politics or political economy the opportunity to explore broad theoretical questions in international political economy.

Applies emerging theory and modern history to the questions of America's international position in the late twentieth century. Explores possible patterns in the rise and decline of empires and preeminent nations; lessons from periods of British preponderance; extent of current U.S. decline and implications for peaceful change and war in the international system.

Not open to those who have taken PO 538.

David A. Deese

PO 527 Comparative Foreign Policy of Developed & Developing Nations (F: 3)

This course analyzes the general processes and patterns of foreign policy-making and applies these to several country cases, including the special constraints and problems confronting small states. Emphasizes a variety of domestic and international political actors, as well as traditional foreign policy-making bureaucracies. Focuses on three major substantive units: energy and security (demonstrating the frequent inseparability of political economy and national security issues); foreign security policy; and foreign economic policy. Not open to those who have taken PO 434.

David A. Deese

PO 536 North-South Relations (S: 3)

This course examines the role of the Third World in the international system. Topics include new trade regimes, the debt crisis, technology transfer, development assistance, labor migration, refugees, nuclear and conventional arms diffusion, guerrilla war, and civil intervention. Theories of imperialism, fundamental system change, and balance of power politics will be considered.

The Department

Political Theory**PO 601 Introduction to History of Political Philosophy (F: 3)**

An introduction to the history of political philosophy. Readings will include works of Plato, Aristotle, Aquinas, Machiavelli, Hobbes, Locke, Rousseau and Nietzsche.

Susan Shell

PO 604 Problems of Liberal Society

Readings from political theorists, statesmen, Supreme Court justices and novelists about such problems as: 1) the nature and limits of liberty; 2) the meaning of equality; 3) the use

of force in international affairs; 4) the status of virtue.

Not offered 1988–89

David Lowenthal

PO 606 Foundations of Modern Political Philosophy (S: 3)

An introductory consideration of a few seminal works that have shaped subsequent theories and, to some extent, modern civilization. In 1988–89 the readings will focus on works by Thomas Hobbes, with some attention to Edmund Burke and J. S. Mill. A graduate section may be offered.

Robert K. Faulkner

PO 609 American Political Thought (F: 3)

A study of the fundamentals of American politics, as revealed in the speeches and writings of statesmen and commentators. In 1988–89 the course will focus on the disputes involved in the Civil War, as set forth by Calhoun, Douglass, Lincoln and others, and recent disputes over civil rights for minorities. A graduate section may be offered.

Robert K. Faulkner

PO 612 Political Philosophy of Plato

A study of Plato's view of the best form of government—what are its chief features; how would such a society differ from ours; what can we learn from Plato's treatment about the effect of politics on our lives? Reading: Plato's *Republic*.

Not offered 1988–89

Christopher J. Bruell

PO 613 Marx

A close examination of Marx's works with a view to uncovering his meaning for the 20th century.

Not offered 1988–89

Susan Shell

PO 615 Socrates and Athens

A reading of some of the first-hand accounts of Socrates' activity as the first political philosopher. What questions were of concern to him, and how did his examination of those questions bring him into conflict with Athens and set him on the course that led to his trial and execution? Readings drawn from the dialogues of Plato, the Socratic works of Xenophon, and (occasionally) the plays of Aristophanes. No previous background in political theory is required.

Not offered 1988–89

Christopher J. Bruell

PO 616 Modern Political Theory (F: 3)

An examination of some major works of political philosophy from the period of Rousseau to the present, concentrating on the emerging critique, from both the right and the left, of modern liberal democracy. Readings will be drawn from the works of Rousseau, Kant, Comte, Marx and Nietzsche.

Susan Shell

PO 619 Fundamentals of Classical Political Philosophy (F: 3)

This is a course designed to introduce students to classical political philosophy, the approach to the understanding of politics developed by Socrates, Plato, and Aristotle. The text for 1988 will be Aristotle's *Ethics*, the first part of Aristotle's two-part treatment of politics. We may also look at selections from the second part, the *Politics*.

Christopher J. Bruell

PO 621 Topics in Classical Political Philosophy

Readings will be chosen for their relation to one or more central themes, for example: modern criticisms of classical political philosophy (Machiavelli); war and peace (Thucydides); education and political leadership (Xen-

ophon, Aristophanes, Plato); politics and literature (Homer, Euripides, Aristophanes). No previous background in political theory is required.

Not offered 1988–89 Christopher J. Bruell

PO 623 Politics and Education

Selections from Plato's *Republic*, Locke's *Thoughts on Education*, and Rousseau's *Emile*. This course will have a graduate section.

Not offered 1988–89 David Lowenthal

PO 624 Political Thought of Abraham Lincoln

A study of selected speeches.

Not offered 1988–89 David Lowenthal

PO 627 Shakespeare's Political Wisdom I (F: 3)

Four of Shakespeare's best-known plays studied to discover his understanding of political life.

David Lowenthal

PO 628 Shakespeare's Political Wisdom II (S: 3)

Four other Shakespearean plays studied with care. This course can be taken independently of PO 627.

David Lowenthal

PO 631 Ethics and Politics

To what extent can or should moral considerations govern political calculations? This is a perennial question, most visible just now in disputes between hard-hearted realists, who calculate as to balances of power and national interest, and concerned idealists, devoted to human rights and peace. Readings will be drawn from contemporary disputes, and from writings of Aristotle, J. S. Mill, and Bacon.

Not offered 1988–89 Robert K. Faulkner

PO 632 The Philosophy of American Democracy (S: 3)

The nature and limits of American democracy as seen through John Locke's *Letter on Toleration*, *The Federalist Papers*, Tocqueville's *Democracy in America* and the speeches of Abraham Lincoln.

David Lowenthal

PO 634 Contemporary Political Theory

A consideration of 20th Century political theory with special attention to Nietzsche and his legacy.

Not offered 1988–89 Susan Shell

PO 638 Political Idealism

This course will examine the meaning of idealism in modern politics. Readings will include topical selections and works by such authors as Kant, Thoreau and Weber.

Not offered 1988–89 Susan Shell

Special Graduate Courses

PO 799 Reading and Research (F, S: 3, 3)

A directed study in primary sources and authoritative secondary materials for a deeper knowledge of some problems previously studied or of some area in which the candidate is deficient.

By arrangement The Department

PO 801 Thesis Seminar (F, S: 3, 3)

By arrangement The Department

PO 802 Thesis Direction (F, S: 0, 0)

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must

be registered for and the continuation fee paid each semester until the thesis is completed.

By arrangement The Department

PO 998 Doctoral Comprehensive

The Department

PO 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of University facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit.

The Department

Program for Women in Politics and Government

This is a one-year, part-time, certificate program that combines academic and practical training. It aims to encourage and educate women in the intricacies and realities of the political world and to provide them with skills useful for appointive or elective office or other employment in local, state or national government. The program includes course work and research, an internship in the public sector, and special seminars on topics ranging from communications skills to public management. While not a degree program or part of the department's regular offerings, and thus not for MA or Ph.D. candidates, the program does grant twelve graduate credits. For information, contact its director, Betty Taymor, or its associate director, Elizabeth Sherman.

PO 371–372 Women in Political and Governmental Careers (F: 6–S: 6)

Betty Taymor

Psychology

Faculty

Professor Ali Banuazizi, B.S., University of Michigan; A.M., The New School for Social Research; Ph.D., Yale University

Professor Randolph Easton, Chairperson of the Department B.S., University of Washington; A.M., Ph.D., University of New Hampshire

Professor Marc A. Fried, Director of Psycho-Social Studies B.S. City College of New York; Ph.D., Harvard University

Professor Murray Horwitz, B.S.S., College of the City of New York; Ph.D. University of Michigan

Professor Michael Numan, B.S., Brooklyn College; Ph.D., University of Chicago

Professor William Ryan, A.B., Ph.D., Boston University

Associate Professor Daniel J. Baer, A.B., LaSalle College; A.M., Ph.D., Fordham University

Associate Professor Norman H. Berkowitz, A.B., University of Massachusetts at Amherst; A.M., Ph.D., Boston University

Associate Professor Donnah Canavan, A.B., Emmanuel College; Ph.D., Columbia University

Associate Professor Peter Gray, A.B., Columbia University; Ph.D., Rockefeller University

Associate Professor Marianne LaFrance, A.B., University of Windsor; A.M., Ph.D., Boston University

Associate Professor G. Ramsay Liem, A.B., Haverford College; Ph.D., University of Rochester

Associate Professor Michael Moore, A.B., A.M., Ph.D., Harvard University

Associate Professor Michael Saks, B.S., Pennsylvania State University; A.M., Ph.D., Ohio State University

Associate Professor M. Jeanne Sholl, B.S., Bucknell University; M.S., Idaho State Univ.; A.M., Ph.D., Johns Hopkins University

Associate Professor Joseph J. Tecce, A.B., Bowdoin College; M.A., Ph.D., Catholic University of America

Associate Professor Ellen Winner, A.B., Radcliffe College; Ph.D., Harvard University

Assistant Professor Hiram J. Brownell, A.B., Stanford University; M.A., Ph.D., Johns Hopkins University

Assistant Professor Karen Schneider-Rosen, B.A., Brandeis University; Ph.D., Harvard University

Program Description

The Ph.D. Program in Psychology at Boston College is designed to enable students to pursue full-time advanced study and research on social issues and cognitive processes from an ecological perspective. Students are admitted whose interests fall within one of the two main concentrations of the Program (the social concentration or the cognition/perception concentration), are consistent with the Program's ecological perspective, and who have demonstrated adequate preparation, ability, maturity, and motivation to pursue a demanding program of individual research and scholarship. The Program is designed both for students who seek employment in nonacademic settings, such as government agencies or industry, and for those who wish to pursue academic careers. The aim of the faculty is to provide an intellectual environment that allows students to pursue their own educational and research objectives to the fullest extent. In part this is accomplished by maintaining a very low ratio of students to faculty: The number of students admitted each year is deliberately kept small enough to maintain a favorable student-to-faculty ratio of about 1 to 1. As a consequence, it is possible for each student to work with a small group of faculty members to develop his or her own educational curriculum.

The Ecological Perspective

While faculty and students in the Program are involved in a wide range of individual research pursuits (described later), they share a commitment to an "ecological perspective," which cuts across the various research specialties. What this means is that the members of the Program place more than the usual emphasis on the real-life contexts of the issues

and processes that they study. In planning and carrying out research on any psychological process, no matter how narrowly or broadly the process is defined, the ecological perspective encourages the researcher to be continuously concerned with the contexts in which the process normally operates in people's lives.

This does not mean that the Program is concerned only with applied research. Indeed, it is a tenet of the ecological perspective that even the most basic research in psychology profits from a continuing awareness of the real-life contexts in which human behavior and experience take place, and, conversely, even the most applied research profits from a continuing awareness of basic research findings and theory.

The Two Concentrations

The research specialties of the faculty and students in the Program fall into two broad categories.*

Concentration in social issues and processes

Faculty and students in the social concentration are involved in a broad spectrum of studies, ranging from basic aspects of human interaction and communication, at one end, to studies of social institutions and processes that link the individual to the larger community, at the other. Most of the faculty involved in this concentration are attempting to develop and improve basic psychological theory through work in real-world settings. Some are involved directly in studies of community issues and problems. Included among these are studies of the psychological consequences of social stratification, of minority status, of type of housing, and employment or unemployment, and of type of education. Other work at the community level includes studies of democratic values and ideals in relation to institutions such as schools, cross-cultural investigations, and the impact of gender. At a more individual level of analysis are studies of the origins and resolution of conflict between individuals in families and other groups; studies of the psychological and interpersonal consequences of child maltreatment; studies of the psychological and social origins of self esteem; and studies of human communication, both verbal and nonverbal.

Concentration in cognition and perception

Faculty in the cognition and perception concentration are studying mental processes, their development, and their application to a variety of common human settings and problems. Areas of study include basic processes of perceptual organization with application to intersensory substitution in the visually handicapped; cognitive processes in reading with application to reading disorders; individual learning styles with application to development of educational settings; the human sense of direction with application to mapping and navigational problems; neuropsychological studies of attention with application to attentional changes in aging and in disorders such as Alzheimer's disease; information-processing consequences of mood states; the relation between cognition and affect in developmental psychopathology; and the development of cognitive, linguistic and aesthetic abilities in children.

In both the Social and Cognition concentrations, the relation between basic and applied research is a reciprocal one—the knowledge gained from observing the human problem, or the setting in which a behavior normally oc-

curs, contributes to the development of basic understanding of the mental process, which in turn contributes to potential application.

***Specific faculty research interests are available from the Department upon request.**

The Program Structure

The Ph.D. Program has a flexible and mainly tutorial structure. The assumption is that each student has a different set of interests and educational objectives, and comes with a unique background of previous learning. After initial consultation with the faculty, the student selects a major advisor and with that person, selects two other faculty members as adjunct advisors. These three faculty members constitute the student's advisory committee, who work with the student to help design a specific program of studies, including coursework within and outside the Psychology Department, research apprenticeships, fieldwork, and, most important, independent research leading to the doctoral dissertation. While the content of each student's work is different, there are certain common elements to the work of all students in the Program, as described in the following paragraphs.

Courses and research workshops

The only required courses in the Program are (1) a two-semester research methods and statistics course dealing with both experimental and nonexperimental methodology and data analysis; and (2) a two-semester Proseminar in Psychological Theory, with an emphasis on the ecological perspective. Both of these courses are taken during the student's first year in the Program. Other courses are selected by the student, with his or her advisory committee, to be consistent with the student's research and professional objectives. It is expected that students' educational needs will often carry them across traditional disciplinary boundaries, so that taking courses in other departments in the University will be quite common. Credits can be earned through such means as tutorials, research workshops, and independent research, as well as through formal courses.

Starting in their first year, students will also participate in one of the two research workshops representing the two concentrations of the Program: the Social Workshop and the Cognition/Perception Workshop. These workshops are coordinated by the faculty and advanced graduate students in the Program and are intended to provide a continuing source of support, collaboration, intellectual stimulation, and criticism for the students and faculty involved in the two concentrations. While the primary responsibility for supervising the student's work lies with the major advisor, students are expected to continue to attend and contribute to the research workshop for the entire duration of their study in the Program. Students are also expected to take part, with the faculty, in department-wide educational activities such as colloquia and general research discussion meetings.

Fieldwork

Students are encouraged to confront the psychological and social processes that they are studying as they occur in settings other than the Boston College Psychology Department. Toward this end, all students are required to spend one full semester or its equivalent in a field setting that would provide them with an alternative view of the processes that they are studying, and would also provide them with

first-hand knowledge of the opportunities, problems, and constraints associated with field research generally.

Independent research and dissertation

The *sine qua non* for achieving the Ph.D. degree is the proven ability to design and conduct independent scholarly research, to communicate that research in clear and concise prose in a doctoral dissertation, and to defend the research as a mature scholar in oral exchange with the faculty. It is the dissertation research that provides a significant focus around which many other aspects of the student's graduate education revolve. Students are expected not only to acquire the very specific skills and knowledge needed to carry out their dissertation research, but are also expected to acquire the broader knowledge needed to embed their research in an appropriate scholarly context. Students should have some idea of the kind of research they wish to conduct when they first apply to the Program, and during their first year they are expected to sharpen and focus their research interests. By the second year, all students should be directly involved in research. After demonstrating research competency by the end of their second year, students move on to develop a dissertation proposal. The culmination of this work, scheduled to occur in the fourth year, is an oral defense of the dissertation to the Program.

The Kind of Student Sought

The Program is ideally suited for students who have already developed intellectual and professional concerns that they hope to pursue more fully and in greater depth, and who have already developed sufficient scholarly and personal maturity to begin individual work without a great deal of structured course experience. Because of the Program's emphasis upon tutorial relations to the faculty, it cannot meet the needs of otherwise qualified students whose specific interests are not reasonably compatible with those of at least one member of the faculty. The emphasis upon real-world application and fieldwork, combined with basic research and theory, makes the Program appropriate for students who seek eventual employment in either academic or nonacademic settings.

The Program welcomes students who may have spent considerable time outside of academic settings, as well as students who are recent recipients of the bachelor's degree. While most candidates will have majored in psychology as undergraduates, students who majored in other fields are also invited to apply. The Program actively seeks out applications from minority students.

Financial Support

Students admitted to the Program are eligible for an annual stipend of \$6,000 plus credit for full tuition remission for four years of graduate study. The stipend normally takes the form of research and teaching assistantships during the first two years of study and a teaching fellowship during the third and fourth years. These research and teaching activities are usually selected so as to be consistent with the student's own educational objectives. Students receiving this financial support are expected to devote full time to their graduate work. In occasional cases of special need, stu-

dents may accept additional part-time employment, either inside or outside the University, if it can be shown that such employment will not interfere with satisfactory completion of work to the Ph.D. within the four-year period.

Application to the Program

To apply for the Ph.D. Program you should submit the following items to the Admissions Office, Graduate School of Arts and Sciences, Boston College, Chestnut Hill, MA 02167.

- Application form A1, with application fee.
- Application Form 2.
- Abstract of courses.
- Official college transcripts.
- At least two letters of reference from people who are knowledgeable about your potential for research and scholarship. These should be sent directly by those who write them.
- Scores from the Graduate Record Examinations and the Miller Analogy Tests.
- A short (two to three pages, maximum) statement of your interests as they relate to the Ph.D. Program. This statement should include your reasons for undertaking graduate education, and give some indication of the psychological processes or issues that you are most interested in studying.

Note: Applications are accepted for fall-term admission, only. The deadline for application is February 15.

Course Offerings

Doctoral Program

PS 606 Experimental Design and Statistics (F: 3)

Prerequisite: An undergraduate course in statistics

This course focuses primarily on the design of research experiments and the inferential statistics used to assess their results. Analysis of variance techniques will be emphasized which assess the main and interactive effects of multiple independent variables on single dependent variables.

Randolph D. Easton

PS 608 Multivariate Methods and Statistics (S: 3)

Prerequisites: PS 606 or consent of instructor
This course will provide a conceptual basis for multivariate statistics and, in addition, considerable discussion of their application in research settings. The emphasis of the course will be on multiple correlation and regression. Other topics will include the relation between analysis of variance and multiple regression, analysis of covariance, principle components analysis and factor analysis, and multidimensional scaling. Results of analyses using available statistical packages will be discussed.

Hiram Brownell

PS 609 Clinical Psychology

Prerequisite: Consent of instructor

Issues associated with the treatment of psychological disorders will be addressed, including the nature of mental health, the distinction between normality and pathology, the definition of change and the processes by which change occurs, the therapeutic relationship and the factors influencing the course and outcome of psychotherapy. Several different schools of psychotherapy will be discussed, with an emphasis on the theoretical assumptions and im-

plications of each perspective. Moral and social dilemmas confronted by mental health professionals will be addressed. Research problems with clinical populations, and studies on the effectiveness of psychotherapy, will be reviewed. Not offered 1988–89

Karen Schneider-Rosen

PS 612 Social Cognition (S: 3)

Prerequisite: Consent of instructor

This course will focus on recent advances in the area of social cognition with special consideration of such topics as attribution theory, perceived control, social schemata, and ordinary explanations of social behavior. The course will provide a critical overview of the theories and methods in social cognition as well as application to such areas as victimization, prejudice, and coping.

Marianne LaFrance

PS 621 History and Theories of Psychology (F: 3)

Prerequisite: Consent of instructor

Survey of the philosophical roots and development of psychological thought from the Grecian and Medieval periods to the present. Emergence of science in the post-Renaissance period and the contributions of Descartes, Locke, British Empiricists and Associationists to the evolution of psychological theory. Review of major developments in nineteenth-century physiology, Darwin's evolutionary theory and its consequences for psychology, and the emergence of psychology as an independent discipline in Germany and the United States. The rise and demise of the major systematic positions in psychology—Structuralism, Functionalism, Gestalt, Behaviorism and Psychoanalysis. Overview of current theoretical developments and controversies in psychology.

Ali Banuazizi

PS 622 Democratic Values in Education and Child-Raising

Prerequisite: Consent of instructor

How can we educate and raise children so that they grow up to behave most effectively and morally in a democratic society? This will be the central question from which we will examine various theories of education, child development, and childrearing. (Seminar open to graduate students in Education, Counseling, and Psychology as well as to select undergraduates.)

Not offered 1988–89

Peter Gray

PS 632 Seminar in Piaget and Cognitive Development

Undergraduate prerequisite: A course in developmental psychology
Graduate prerequisite: None
This seminar examines the cognitive development of the child. The focus will be on Piaget's studies of cognitive development from infancy to adolescence. However, alternative, rival theories are considered, as well. Each student will be responsible for a class presentation on a topic of his/her choice.

(Not open to students who have taken PS 158, PS 232 or PS 258).

Not offered 1988–89

Ellen Winner

PS 633 The Dynamics of Stress and Adaptation

Prerequisite: Consent of instructor

Stress has been invoked to explain a wide range of major and minor forms of malfunctioning in physical health, mental health, and social behavior. This seminar will examine the evidence for the thesis that stress is a primary influence on these phenomena. In developing

a model for understanding the dynamics of stress, attention will be devoted to the varieties of stressful experiences, their different consequences, and the intervening significance of psychological and social processes. The significance of different forms of coping and adaptation for dealing with stress will be evaluated.

Not offered 1988–89

Marc A. Fried

PS 637 Seminar in Developmental Psychopathology

Prerequisites: PS 136 and PS 139

In this seminar, an exploration will be made of the origins, nature, and course of psychological disorders at various ages. Psychological disturbance will be studied in terms of deviation from normal functioning. Interrelationships between cognitive, social, and emotional development in normality and pathology will be examined. Theoretical and empirical issues in the area of developmental psychopathology will be discussed.

Not offered 1988–89

Karen Schneider-Rosen

PS 638 Child Development

Prerequisite: Consent of instructor

We will examine age differences in the personality structure and cognitive and social behavior of the developing child. We will pay particular attention to the relation between the way our society provides for children and our scholarly understanding of the way children develop. The course will be organized around students' presentations of topics that reflect their interest in child development.

Not offered 1988–89

Michael Moore

PS 643 Perception

Prerequisite: Consent of instructor

The course will compare two major theories of perception—Helmholtzian unconscious inference versus Gibson direct pick-up. The role of perceptual constancy, ambiguity and illusion for each theory will be explored. In addition, the consequences of each theory for an understanding of mental imagery (spatial thought, memory and dreams) will be considered. Finally, the consequences of each theory for general models of psychological process will be discussed.

Not offered 1988–89

Randolph D. Easton

PS 647 Cognitive Psychology

Prerequisite: Consent of instructor

In this course, we will explore the "cognitive revolution" that has taken place in psychology in the past few decades. Topics to be investigated include memory, language, concept formation, mental imagery, attention and consciousness, reasoning, and problem solving and creativity. We will explore the contributions of artificial intelligence (computer simulation) to the understanding of these topics.

Not offered 1988–89

Ellen Winner

PS 648 Cognitive Neuropsychology

Prerequisite: Consent of instructor

Theoretical descriptions of memory, language, and spatial ability developed within the fields of cognitive psychology and psycholinguistics are applied to the study of the behavioral deficits that often accompany damage to the brain. This approach is used as a tool to constrain psychological theory and explicate the nature of the mental structures and processes that underlie complex human behaviors.

Not offered 1988–89

Jeanne Sholl

PS 662 Health Psychology (F: 3)

The role of psychological factors in the prevention of illness and the maintenance of health will be explored through a critical review of research findings and theoretical advancements in the current psychological literature. Cognitive and behavioral methods currently available for the prevention of disorders will be described and evaluated.

Joseph J. Tecce

PS 669 Childrearing and Education: A Psychobiological Perspective

In this course we shall examine parent-child and teacher-child relationships from the broad vantage points of evolutionary theory, comparative psychology, and comparative anthropology. Education, defined as the process of cultural transmission, is what sets us apart from other animals. What special human instincts, provide the basis for cultural transmission? What implications can we draw for the practices of childrearing and education in our society? This course will operate as a seminar. The instructor will present his own point of view and each student will read independently and make presentations to the class on these issues. The course is designed primarily for graduate students and upper-division undergraduates in psychology, sociology, or education. No special biological background is required.

Not offered 1988-89

Peter Gray

PS 670/PS 270 Evolution of Behavior (F: 3)

Prerequisite: Consent of instructor

Psychology generally deals with the short-term behavioral adaptations to the environment, which occur within the life span of the individual. In this course we will deal with long-term adaptations, which occur through the process of natural selection during the evolutionary history of the species. We will deal primarily with the evolution of behavior in nonhuman animals, but with an eye always for general principles that can be applied to an understanding of humans, as well. A central question in the course will be, what, if anything, is human nature? The course content will include selective coverage of material in the areas of behavioral ecology, ethology, sociobiology, and behavior genetics.

The Department

PS 677 Social and Economic Contexts of Psychological Well-Being (S: 3)

Prerequisite: Consent of instructor

The purpose of this seminar is to examine psychological well-being as one indicator of the quality of life in different sectors of the society. Special emphasis will be given to the economic sphere particularly in regard to the impact of macro and more localized economic change on workers. Research will be critically examined for its substantive contributions to explaining the social contexts of human functioning and the usefulness of its methodologies for understanding the basic individual/society relationship. Students will be encouraged to develop comprehensive knowledge of research and theory in an area of their choosing that addresses the basic themes of the seminar.

Ramsay Liem

PS 703-704 Research Workshops (F: 3-S: 3)

Workshops are designed primarily to permit an exchange of research and theoretical interests of faculty and students. All participants share in the presentation and discussion of their work. In addition, recent developments

in the literature of mutual interests will be reviewed and critiqued.

The Department

PS 753 (ED 541) Dynamics of Family Life (F: 3)

Prerequisite: Consent of instructor

This seminar will examine theory and practice in social psychology with special reference to family processes. Topics considered include interpersonal relationships among family members, dynamics of the family as a face-to-face group, the interaction of individual and family life cycles, and the impact of intergroup and community factors upon family functioning. Applications of theory will focus on methods of conflict resolution and on interventions designed to improve the quality of family life such as family therapy, counseling and training.

Murray Horwitz

PS 758 Social Inequality and Social Policy

An examination of competing conceptions of equality and inequality as they bear on questions of social policy. Specific issues (e.g., affirmative action, comparable worth, feminization of poverty) will be analyzed within this framework. Seminar format with active participation of students required.

Not offered 1988-89

William Ryan

PS 770-771 Proseminar: Psychological Theories and Systems (F: 3-S: 3)

This is a core proseminar for the graduate program which reviews the basic conceptual, propositional, and empirical foundations of classic and contemporary psychological theories, with emphasis on an ecological perspective.

Peter Gray

Two Summer Human Interaction Institutes:**PS 824 Resolving Conflict: Interpersonal and Intergroup**

This workshop offers theory and practice in dealing with the conflicts that arise in social interaction between individuals or groups. Topics include the processes leading to constructive versus destructive conflicts, the role of attributions in generating relational conflicts, methods for preventing or de-escalating interpersonal and intergroup conflict, including third-party interventions. This experience-based workshop combines lectures and exercises in a design that enables participants to make individualized applications in areas of interest to them.

Workshop conducted on two consecutive weekends, June 3-5 and June 10-12. For further information, contact the Boston College Summer Session, 314 Fulton Hall.

Murray Horwitz

PS 825 The Social Self: Group Influences on Personal Identity

The subject of this workshop is how membership in the distinctive societal groupings—defined by ethnicity, race, sex, age, religion, social class, ideology—affects the way individuals perceive themselves and deal with others. The workshop looks at intergroup relations and the psychology of the social self to aid in understanding personal identities in a heterogeneous society. Participants examine their own life histories, socio-identities, and social relationships in a guided process of self inquiry. Workshop conducted on two consecutive weekends, May 13-15 and May 20-22. For further information,

contact the Boston College Summer Session, 314 Fulton Hall.

Donnah Canavan

Murray Horwitz

Institute of Religious Education and Pastoral Ministry

Faculty

Robert P. Imbelli, Director, and Associate Professor of Theology

Mary C. Boys, S.N.J.M., Associate Professor of Theology and Religious Education

Paul E. Carrier, S.J., Associate Director for Administration

Sandra A. Hurley, Assistant Director for Administration

Thomas H. Groome, Associate Professor of Theology and Religious Education

Claire E. Lowery, Coordinator of the Field Education Program and Adjunct Associate Professor of Pastoral Ministry

Sheila L. McEvoy, Coordinator of the Sabbatical Program

Daniel J. Lusch, S.J., Lecturer, Spirituality

Program Description

The Institute of Religious Education and Pastoral Ministry at Boston College is one of the largest graduate facilities in North America dedicated primarily to educating women and men for academic and professional competence in religious education and pastoral ministry. The Institute offers the combined resources of the Theology Department, the School of Education, and its own core Religious Education and Pastoral Ministry faculty, plus the opportunity to cross-register for courses in any of the nine different theological schools in the Boston area which form the Boston Theological Institute. The various programs of the Institute aim at the integration of theological reflection, personal experience, and practical ministerial skills. The Institute offers a Master of Education in Religious Education (M.Ed.), a Master of Arts in Pastoral Ministry (M.A.), a Certificate of Advanced Educational Specialization (C.A.E.S.), and a Doctorate in Religious Education (Ph.D.).

Master of Education in Religious Education (M. Ed.)

Candidates for the Master's degree in Religious Education study a variety of fields, including systematic theology, ethics, and biblical studies. They also participate in rigorous course work which examines the theological, historical, ethical, biblical and social science foundations of contemporary religious education.

In addition to fulfilling core area distribution requirements, students with little or no prior professional experience in religious education are encouraged to participate in programs which offer an experiential foundation for their academic study. For academic year students, these are Field Education and Supervised Practicum and the non-credit workshop,

"Practice of Education in the Parish Context". For summer students, participation in the six-week field education program fulfills this requirement. Field education courses are open to all students and are valuable even for those with professional experience.

The M. Ed. in Religious Education normally requires the successful completion of 36 credit hours of course work for academic year students. Because of differences in the credit value of summer courses, this requirement is reduced to 30 credit hours (approximately 15 courses) for those who are summer students only. Occasionally, students with deficiencies in their academic backgrounds may be requested to complete course work in excess of these minimum requirements. Written and oral comprehensive examinations are required of all candidates for the M.Ed.

Master of Arts in Pastoral Ministry (M.A.)

The Master of Arts program in Pastoral Ministry combines studies in theology, ethics, bible and religious education with field education and course work related to a particular ministerial concentration.

A student enrolled in this program may choose from among the following eight concentrations: pastoral care and counseling; social justice; liturgy and worship; religious education; leadership/church management; extended pastoral care and counseling; spirituality and ministry; and Hispanic ministry. The last two concentrations are described in more detail below.

The field education program combines field placement in an appropriate ministerial situation with a supervised practicum during the academic year or one six-week summer session. In addition, the Integrative Colloquium is required for all M.A. students.

For the M.A. in Pastoral Ministry, 36 to 39 credit hours are ordinarily required for academic year students and 30 credit hours for summer students. Written and oral comprehensive examinations are required of candidates for the M.A.

Spirituality and Ministry Concentration

The Spirituality and Ministry concentration within the Master's Program in Pastoral Ministry combines the following elements: theological and biblical studies; courses in the foundations, history and contemporary study of spirituality; field education placement in one of the spiritual life centers in the Boston area; a weekly practicum in contemporary spirituality and spiritual direction with the staff of the Center for Religious Development in Cambridge, Ma.; and the integrative colloquium required of all M.A. students.

The program concentration is not designed for the formal training of spiritual directors but rather aims to assist pastoral ministers to become more familiar with the dynamics of spiritual growth and development.

Hispanic Ministry Concentration: A Joint Program with the Mexican American Cultural Center (MACC)

This program is conducted jointly with the Mexican American Cultural Center in San Antonio, Texas. It is designed to provide the

theological, cultural and ministerial preparation most relevant for both Hispanic and non-Hispanic persons engaged in ministry to the Spanish-speaking community in the United States. Half the course work, including the ministerial practicum, takes place at the Mexican American Cultural Center in San Antonio. The other half of the course work is done at Boston College either during the academic year or during the summer.

This program requires bilingual competency or the willingness to achieve basic competency in Spanish while studying for the degree.

Certificate of Advanced Education Specialization

Students who hold a Master's degree in theology, divinity, religious education or a closely related field, and who have at least three years of professional experience in ministry, may apply for a program leading to the Certificate of Advanced Educational Specialization (C.A.E.S.).

The program enables persons with particular goals to pursue their specialized interests. It is also valuable for those who wish to broaden their religious, educational and theological background.

Programs are tailored to meet individual needs. Minimum core requirements are determined on a case-by-case basis after evaluation of the student's academic background. Religious education courses are required. C.A.E.S. students prepare a project on a subject of specialized ministerial or educational concern.

The project serves as the basis for the written and oral examinations that are required of all students. Credit requirements for the C.A.E.S. are the same as those ordinarily required for the M.Ed.: 36 credit hours for academic year students and 30 credit hours for summer school students only.

Sabbatical Renewal in Ministry Program

This is a comprehensive renewal program for people who have spent a number of years in various educational and pastoral ministries in the Church. Participants update their theological knowledge by auditing courses that meet their own interests and needs. In addition, they participate in a variety of activities that are directed towards the renewal of the whole person. These include cultural and artistic opportunities, recreation, retreats and worship. Career counseling and computer instruction, both introductory and intermediate, are also available.

The sabbatical program has limited enrollment and preference will be given to those who can spend from September 1 through May 15 in the program. Application deadline is May 1 for this program. International applicants should allow more time for completing the application process.

Interdisciplinary Doctoral Program

The Institute in cooperation with the University's Department of Theology and School of Education offers an Interdisciplinary Doctoral degree (Ph.D.) in Religion and Education. Interested persons should contact the Associate Director of the Institute.

Course Offerings

TH 431 (ED 632) The Psychology of Youth Religious Development (F: 3)

The focus of the course is on developing the capacity to critically relate psychological and theological models of development to the data of individual lives. Although there will be an initial examination of faith development in early and middle childhood, primary attention will be given to adolescence (ages 14–18) and early adulthood (ages 18–22). Among the issues that will be dealt with are the role of personal images of God for faith, the religious dimensions of sexual development in adolescence, moral development in men and women, the nature of the faith crisis in the college years, and the problem of normativity in developmental models. Theorists who will be covered include both structural developmentalists (Kohlberg, Gilligan and Fowler) and psychoanalytic thinkers (Anna Freud, D.W. Winnicott, Ana-Maria Rizzuto).

Students will conduct four faith development interviews, two at the secondary school level and two at the college level, and write a final project paper. Graduate students will also maintain a journal of readings. This course is designed so that interested students can continue into TH 432 (ED 839) as a year-long sequence, although either course may be taken independently of the other. *Margaret Gorman*

TH 432 (ED 839) The Psychology of Adult Religious Development (S: 3)

This course continues the interdisciplinary analysis of TH 431 (ED 632) into the nature of faith development in the human life cycle. TH 431 is not, however, a prerequisite for this course. Focus will be on early and middle adulthood (post-college and beyond) and later life. Among the issues that will be covered are the problem of normative life pattern, the significance of the "life crisis" in the development of faith, the creation of family and community, sexuality and spirituality through the adult years, and the problem of facing loss that is the result of death, divorce, or separation. Theorists studied include Valliant, Gilligan, Fowler, Jung, Erikson, Neugarten and Levinson.

Students will conduct four faith-development interviews covering a wide span of years and write a final project paper. In addition, graduate students will maintain a journal of readings. *John McDargh*

TH 434 Theology and Psychology of Relationship (F: 3)

A study of contemporary spirituality in conjunction with the theological and psychological dynamics of relationship. This course will explore a renewed understanding of conversion which allows us to see the life of grace as a "life process" involving phases of development which confront us with God's freedom for us and our response to God, one another and ourselves. This course is directed toward enabling ministers to look at the questions of faith that are operative in their lives and the lives of those they are called to be with in ministry. Special attention will be given to a foundational understanding of such topics as grace, covenant, discipleship, prayer, imagination, story and symbol. *Claire Lowery*

TH 501 The Trinity and Human Transformation (F: 3)

This course offers a graduate level introduction to the contemporary context of theology and presents an approach to the theological task that draws upon the exploration by Rahner and Lonergan of the human quest for authenticity. This quest is met by the gracious revelation of God in Jesus Christ who calls the human, both as person and as community, to ongoing transformation.

The course will consider the content of Christian faith in the triune God and the way of discipleship which it inspires; and will examine some implications of that faith for spirituality and ministry. (No prior familiarity with Rahner or Lonergan is required.) *Robert Imbelli*

TH 502 The Experience of Spirit in Christ and Church (S: 3)

An exploration of the theological identity of Christ and Church from the perspective of the Christian experience of Holy Spirit. Study of New Testament Christology and Ecclesiology and consideration of contemporary developments and issues are directed towards the articulation of a comprehensive model of Christ and Church. *Robert Imbelli*

TH 532 Art of Pastoral Counseling (S: 3)

This course will provide both a clinical and theoretical approach to understanding the major issues and questions that are operative in the contemporary practice of pastoral care. Lectures, films, video lab and discussions will give special attention to the integration of theology with basic psychological theories, dynamics, techniques and models of pastoral counseling. *Meredith Handspicker*

TH 535 Foundation of Christian Spirituality (F: 3)

This course will focus on contemporary religious experience and spiritual growth and relate them to the earlier Christian experience. Topics will include the developing relationship with God, cultural differences in the experience of God, the growth of Christian freedom, the integration of a contemplative attitude with life activity, and spiritual life in times of conflicting religious values and developing social attitudes. In addition to reading and reactions to lectures, the course will call for personal and group reflection. *William Connolly, S. J.*

ED 539 (TH 816) Christian Ministry: Education for the Kingdom (F: 3)

This course examines the foundational questions that Christian religious educators ought to answer regarding their ministry for the Reign of God. These questions are explored in conjunction with other functions and forms of ministry. *Thomas H. Groome*

TH 600 Leadership in Church and Society (S: 3)

This course will explore the meaning of leadership and its relationship to church ministry and modern society by drawing on existing theories and the life experiences of students. Classes will focus on: communication as a vital part of the leadership process, situational variables affecting leader behavior, the role of the leader with personality needs and job demands as major factors in effective leader behavior, appropriate leadership styles in parish and other church related ministries today, and the dimensions of planning and implementing change. The case study method will be used to

provide concrete situations involving leadership dilemmas. These case studies will directly relate to the material being used in class.

Ann Morgan

TH 601 Creative Life Study (F, S: 3)

Prerequisite: TH 617 or Life-Context Intensive Journal Workshop.

Life Study utilizes Intensive Journal procedures to put us in intimate contact with the life, wisdom and spirituality of creative persons in history. We become "Journal Trustees," i.e., keep a Journal on his/her own behalf. This vital contact with the inner life can evoke our own life-wisdom and broaden our spirituality.

Daniel Lusch

TH 605 Integrative Colloquium in Pastoral Ministry (F: 3)

The colloquium provides the student with a learning experience that fosters a personal integration between theology and pastoral practice. Students engage in a process of critical reflection that promotes both a better understanding of the application of theological teaching to a concrete situation and an ability to determine what a particular pastoral situation may have to say to Theology. A case study method is used to examine contemporary church issues from the perspective of pastoral experience. *This course is required of all Pastoral Ministry degree students.* *Meredith Handspicker*

TH 617 Intensive Journal Method and the Spiritual Life (F, S: 3)

The intensive Journal course consists of two workshops, readings in Progoff and biweekly meetings with the instructor. It introduces the student to Progoff's Intensive Journal Method, its procedures and principles. One learns to work nonanalytically with one's life on many levels and in many areas; the goal is to focus, clarify and integrate life experiences.

Daniel Lusch

ED 630 (TH 539) Biblical Interpretation in Education and Ministry (F: 3)

Exploration of the role and function of the Scriptures in educational and pastoral contexts. Includes attention to the development and significance of historical criticism; to modern theories of interpretation, including inspiration, fundamentalism and cross-cultural perspectives. Some specific ways of teaching the scriptures more imaginatively are also encompassed.

Mary C. Boys

ED 632 (ED 731) The Praxis of Religious Education (S: 3)

A lab course that invites participants to develop their own praxis approach to religious education and, with lesser focus, to other forms of pastoral ministry. Students must engage in some pedagogical/ministerial context as the praxis of their own in-course reflections. A shared praxis approach will be proposed as an organizing model. Other models of teaching that enhance a praxis approach will also be investigated. It is strongly recommended that students have some in-depth exposure to the shared praxis approach (e.g. ED 539) before taking this course.

Thomas H. Groome

ED 635 (TH 717) The Education of Christians: Past, Present, and Future (S: 3)

An historical investigation of perennial and contemporary issues in the ministry of Christian religious education. The present is reflected upon in the light of a critically reclaimed history of various epochs and

movements in the history of the Church's educational ministry. This course closely parallels the history of theology and general education and, while focused on the history of religious education, is also of interest to ministry in general.

Thomas H. Groome

ED 636 Biblical Spiritualities for the Educational Ministry (S: 3)

Scripture challenges, nurtures and forms believers, and this course explores the diverse ways in which the Bible inspires those who teach and preach it. At the heart of this course are two questions: 1) How might we make the Bible's richness accessible to those concerned about the "spiritual life" even as we respect the complexity of both Scripture and spirituality? 2) How might we make transparent the educational dynamic involved in moving from a knowledge of the biblical text to that knowledge which the text *fosters*?

Its components include study of certain key texts in both Testaments which serve as a foundation for spirituality. These texts include the Exodus/Sinai traditions, selections from Isaiah and the Psalms, the Gospels of Matthew and Luke, with emphasis on the Sermon and parable of Jesus. Within these texts, major themes, (e.g., God's elusive presence, idolatry, creation, liberation) and images (fire, darkness, water, birth) are explored, with an eye to how these themes and images might be appropriated in teaching the spiritual life.

Methodologically, the biblical texts are approached by means of historical criticism, supplemented by an oft-overlooked exegetical tool, imagination.

Mary C. Boys

TH 638 Advanced Intensive Journal Method and the Spiritual Life (F, S: 3)

Prerequisite: TH 617

The Advanced Journal Method course deepens a student's understanding of the Journal Method, and his or her own life processes and principles. In doing so, the student comes to appreciate the holistic principles operative in his or her life and God's activity. The course includes advanced work with dreams and imagery, and treats special questions such as discernment, integration, and transformation as they arise.

Daniel Lusch

TH 640 Death and Dying: Theological and Pastoral Perspectives (F: 3)

This course will serve as a thorough introduction to the basic theological-pastoral dimensions of pastoral care with those experiencing grief and loss resulting from death and the processes of dying. Special attention will be given to the role of the ecclesial community, as well as other supportive communities, such as hospice, in rendering support. The role of faith and the place of ritual will be examined from an ecumenical perspective. It is desirable that students take this course in conjunction with ministerial field education in a setting associated with these pastoral concerns and issues.

John Grimes

TH 707 Psychological Foundations for Pastoral Counseling (F: 3)

This course provides the student with the opportunity to consider several contemporary models of personality and human development that will assist them in the practice of pastoral counseling. Case studies and concrete situations will illustrate such models as object relations and humanistic and psychodynamic theories. Themes to be stressed include normality

and integration; personality growth and sexuality; play and the irrational; and the links between psychological and theological experiences. *Michael St. Clair*

TH 708 Ministry to the Troubled Personality (S: 3)

The goal of this course is to assist the minister in handling common and current forms of human disturbance. Using case studies and the insights of contemporary models of the person, attention will be paid to depression, neurosis, narcissism, eating disorders, the borderline personality and problems in relationships. Practical application of theoretical knowledge to counseling and pastoral situations will also be examined. *Michael St. Clair*

ED 735 Traditions of Religion and Education (S: 3)

An inquiry into the most significant and foundational questions of educating in faith. The course is constructed on an analytic framework that examines four "classic expressions" and their contemporary modifications, identifies certain new developments and directions, and proposes an integrative theory of religious education. Special sessions will be available to those preparing for comprehensive examinations and for those with particular interests. *Mary C. Boys*

TH 800 (ED 538) Catholic Social Teaching and Its Implications for Christian Education and Ministry (F: 3)

This course is an introduction to the contribution which the Church has made to the social, economic, political and cultural dimensions of human life over the past century. The course will seek to do the following: 1) to provide an overview of the major thrust of the teaching, 2) to strengthen the foundation of the Christian social vision of the student, and 3) to stimulate further reflection and application in each student's ministry.

Throughout the course, attention will be given to the implications of the Church's social vision for pastoral ministry and religious education with special concern to how we can educate for faith and justice in today's world. The texts and documents examined will be set within the context of the biblical insights concerning faith and justice, Catholic tradition, contemporary theological and educational thought, as well as the broader ecumenical horizon of social justice teaching. *Paul E. Carrier*

Courses offered at the Mexican American Cultural Center in San Antonio, Texas for the Hispanic Ministry Program

TH 602 Field Education and Supervised Practicum in Hispanic Pastoral Ministry (S: 5)

This program provides the student with supervised experience in Hispanic Ministry. Placements provide an opportunity for a high degree of creativity and responsible innovation. Through supervision in the field, discussion with other participants, reading reflection, students become familiar with the needs of the Hispanic community. Students also participate in a "supervised practicum" each week designed as an exploration of the theological and

ministerial insights drawn from the field experience.

Faculty Practicum Committee: *Juan Alfaro, John Linskens, Virgil Elizondo, Dorothy Folliard*

TH 612 Culture and Religion (F: 3)

This course will study culture in general, religion as a component of culture, and the relationship of these to the explicit revelation of God in Jesus Christ. The popular expressions of faith will be given particular attention, with the Mexican American culture of the U.S. Southwest as a paradigm for the understanding of a cultural-religious expression. *Virgil Elizondo, Dorothy Folliard*

TH 630 The Prophets: God's Critics of Humanity's World (F: 3)

A study of the major prophets of the Old Testament, this course will develop an understanding of the enduring vocation of God's prophets: to recognize the truly evil in a particular society, to call God's People to conversion of heart, and to remind them that God's loving fidelity is always theirs. *Juan Alfaro*

TH 635 The Hispanic Family (F: 3)

In a society which threatens its foundations, the Hispanic family responds with resilience. A study of its history, present reality, values, possibilities, changing values, and structure is the basis of this course. *Rosendo Urrabazo*

TH 636 The Synoptic Gospels: The Demands of Discipleship (F: 3)

The gospels of Mark, Matthew and Luke present portraits of Jesus Christ incarnated in a particular context. This course will develop the themes of discipleship in Mark, the reign of God in Matthew, and the relationship of Jesus to the poor in Luke. Eucharistic themes will be treated in depth. *John Linskens*

Directed Research, Special Projects, Field Education

TH 538 Directed Research in Pastoral Ministry (F, S: 3)

Directed research courses provide students with the opportunity to pursue special scholarly and pastoral interests for graduate credit, with the aid of a faculty advisor. Only persons studying for a degree may take directed research. *Paul Carrier, S.J.*

TH 530 Field Education and Supervised Practicum in Pastoral Ministry (S: 3)

This program provides the student with supervised experience in his/her area of ministerial specialization. These areas include social ministry, pastoral care and counseling, spirituality, church administration, liturgy or religious education. Through supervision in the field, discussion with other participants, reading and theological reflection, students become familiar with the needs of special groups of people, and develop models of ministry that are applicable to their own situations.

In addition to their field experience, students participate in a supervised practicum. The practicum is a group exploration of the theological and ministerial concerns drawn from the field experience. Process analysis will be used to critique performance and develop personal skills and individual styles of ministry.

Field Education is a three-credit program over one academic year. While students begin Field Education in the fall term, they do not

register for these three credits until the spring term. *Christopher Keenan, O.F.M.*

ED 830 Directed Research in Religious Education (F, S: 3)

Directed research courses for predominantly reflective concerns and special project courses for predominantly ministerial activities provide students with the opportunity to pursue special scholarly and pastoral interests for graduate credit with the aid of a faculty advisor. Only persons studying for the degree or certificate may take directed research and special projects. *Paul Carrier, S.J.*

Weekend Course Series

Weekend courses are fully accredited and satisfy Institute degree requirements. Each of these courses meets on three separate weekends: Fridays from 4:00 p.m. to 9:00 p.m.; Saturdays from 10:00 a.m. to 4:00 p.m.

TH 704 Parish: Community, Mission, and Ministry (S: 3)

In a time of so much innovation and individuation in Church life, parishes can appear to be relics of the ecclesiastical past. Yet for most people the parish remains the single most important part of the Church. This course will look at the nature of the parish and at current developments in parish, bringing together theological and sociological perspectives, in order to probe beneath the dramatic changes being imposed on parish life and being adopted by parish ministers. Three aspects of parish life will frame the analysis: the parish as community, the parish as a site of Church mission, and the parish as a set of ministries.

The first weekend will examine conditions for enduring community and consider whether some pastoral postures inadvertently assume the role of an intimate or elite community. The second weekend will focus on the mission of the parish and will explore whether either institutionalist or therapeutic preoccupations are distracting parishes from a missionary perspective. The third weekend will look at the proliferation of ministries and the related diversity of ministries in order to understand better the dynamics of laity-religious-clergy relationships in ministry, as well as the relationship between ministerial responsibility and the priesthood of the whole people of God.

This course will meet on the following Fridays and Saturdays: February 10—11, March 10—11, April 14—15. *Philip J. Murnion*

TH 809 Toward Christian Formation for the Twenty-first Century (F: 3)

Drawing on faith development theory and on process theological perspectives, this course will seek to elaborate a comprehensive, future-oriented approach to the Christian forming of souls. It will engage the challenges of Christian witness and integrity in the midst of our growing global and systems awareness and in relation to increasing religious, ethnic and cultural pluralism. It will examine contemporary structures of religious and secular soullessness, and trace historical perspectives on the loss or suppression of soul in theology, psychology and education. Attention will be given to the role of doctrine and authority in Christian formation, and to the practical theological retrieval of suppressed themes in the tradition. The teaching power of sacrament and liturgy for holistic formation will be explored. Holding in tension the poles of personal commit-

ment and ecclesial identity, on the one hand, and effective engagement with issues of ecological and political justice on the other, the course will explore the possibilities and paradoxes of being and educating for a "public church."

This course will meet on the following Fridays and Saturdays: September 23—24, October 21—22, and November 18—19.

James W. Fowler

Non-Credit Workshops

TH 639 Methods of Theological and Pastoral Research (F)

An exploration of the fundamental methods, structures of thought and bibliographic resources of the classic categories of theological scholarship. Recommended for all new full-time degree candidates in religious education and pastoral ministry; open to M.A. students in theology. Time, dates, number of meetings and fee to be announced.

Anthony Saldarini

ED 332 Practice of Education in the Parish Context (S)

This workshop will blend theory and practice by considering the place and style of parish life in today's church, the role of the religious educator in the parish and the various education programs available. A central concern will be to explore a range of curricular programs available in parish-based religious education for children, youth and adults.

Art Kubick

ED 936 Doctoral Seminar in Religious Education (F, S)

This seminar provides an occasion for doctoral students to study classic works in the field of religious education and to prepare proposals for their dissertations. It meets ten times each academic year and becomes a credit course during a student's fourth semester. Second-year doctoral students lead facets of the seminar.

Mary C. Boys

Thomas H. Groome

Romance Languages and Literatures

Faculty

Professor Emeritus Joseph D. Gauthier, S.J., B.S., Trinity College; A.M., Boston College; S.T.L., Weston College; D.esL., Laval University

Professor Emeritus Georges H. Zayed, L. ès L., M. ès L., D. ès L., Cairo University; Doctoral d'état, Sorbonne, Paris

Professor Guillermo L. Guitarte, Profesorado, Filosofia y Letras, Buenos Aires

Professor J. Enrique Ojeda, Licenciado, Universidad Catolica Del Ecuador; A.M., Ph.D., Harvard University

Professor Rebecca M. Valette, A.B., Mount Holyoke College; Ph.D., University of Colorado

Associate Professor Norman Araujo, A.B., A.M., Ph.D., Harvard University

Associate Professor Matilda T. Bruckner, A.B., Bryn Mawr College; M.P., Ph.D., Yale University

Associate Professor Monique E. Fol, A.B., L.L.B., University of Paris; A.M., University of California at Berkeley; Ph.D., University of Nice

Associate Professor Rena A. Lamparska, LLM, University of Wroclav; M.A., Catholic University of America; Ph.D., Harvard University

Associate Professor Betty Rahv, Chairperson of the Department

A.B., Sweet Briar College; A.M., Middlebury College; Ph.D., Indiana University

Associate Professor Harry L. Rosser, B.A., College of Wooster; M.A., Cornell University; Ph.D., University of North Carolina at Chapel Hill.

Associate Professor Robert L. Sheehan, B.S., Boston College; A.M., Ph.D., Boston University

Assistant Professor Franco A. Mormando, S.J. B.A., Columbia University; M.A., Ph.D., Harvard University

Assistant Professor Elizabeth Rhodes, B.A., University of Richmond; M.A., Ph.D., Bryn Mawr College

Assistant Professor Laurie Shepard, B.A., Wesleyan University; M.A., Ph.D., Boston College

Program Description

M.A., M.A.T., and Ph.D. Programs

The Department includes the fields of French, Spanish (Peninsular and Spanish American), and Italian literatures. It offers Master's level programs in all areas, with a concentration in one Romance literature and/or culture. These programs are specially designed to develop and strengthen teachers at the secondary school level or to prepare teacher/scholars who may continue on to the Ph.D. In the Ph.D. program, students specialize "vertically" in French or Spanish literature or "horizontally" in a period that crosses three Romance literatures. In this latter program, the Ph.D. in Medieval Studies is unique in the Boston area and one of the special strengths of Boston College.

The deadline for applications to the Graduate School of Arts and Sciences is July 1 for September admissions and the deadline for financial aid requests is March 15. The Department strongly recommends that students apply by April 1 for September admissions and by March 1 for monetary support.

Note: For complete information concerning the graduate programs, please consult the Graduate Handbook of the Department of Romance Languages.

I. Master of Arts Degree in French, Spanish or Italian Literature and Culture

Prerequisites for Admission

Students applying for admission to graduate degree programs in the Romance literatures must satisfy the following prerequisites:

They must have achieved a general coverage of their major literature at the undergraduate level. A formal survey course, or a sufficient number of courses more limited in scope, passed with distinction, satisfies that requirement. At least two full-period or general

courses in the major literature must be included in the student's undergraduate record, or as graduate work completed at other institutions.

Degree Requirements

Candidates for the M.A. in Romance Literature and Culture must normally earn a minimum of thirty credits in a wide coverage of courses in one or two Romance Languages and Cultures. Reading knowledge of a second language must be demonstrated. At the discretion of the Chairperson, any foreign language which is neither the major nor the student's native language may be offered in fulfillment of this requirement.

Oral Comprehensive Examination

Master's students must pass a comprehensive oral examination of one hour's duration showing mastery of the course material and other reading specified for French, Spanish or Italian literature, depending on the Master's program in which they choose to enroll.

Oral examinations are conducted in the foreign language to determine fluency in the use of the major language.

II. Masters of Arts Degree in Language and Culture

This program is specifically designed for teachers of French, Italian and/or Spanish at the secondary level. The course of study may be arranged either to focus on the candidate's major field of undergraduate specialization, or to strengthen the candidate's command of a second Romance language and its literature and culture.

Of the thirty (30) credits taken in the Department of Romance Languages and Literatures, a minimum of twenty-four (24) should focus on a single language: French, Italian or Spanish.

All candidates are expected to demonstrate oral proficiency at the Intermediate High level of the ACTFL Scale in an interview with a designated faculty member. This requirement must be met before students are admitted to the oral comprehensive examination.

The one-hour oral comprehensive examination consists of two parts: one half hour is based on the candidate's course work, the second half hour on two representative literary works specified in advance to be analyzed for their literary, linguistic and cultural content.

III. Master of Arts Degree in Teaching

Candidates for the M.A.T. in Romance Languages and Literatures must earn 15 credits in their target language and consult the Departmental Graduate Handbook concerning other requirements.

IV. The Doctor of Philosophy Degree

Prerequisites and Requirements

1) A minimum of sixty credits of graduate study is necessary to fulfill course requirements before the student is admitted to comprehensive examinations. Students accepted for the Doctoral program are granted transfer credit for the M.A. or its equivalent; i.e., 30 credits. If the student does not possess the M.A. or its equivalent but has done some graduate work, he or she may transfer a maximum of six graduate credits. In order that transfer credits

be acceptable, they must have been earned in courses relevant to the student's Doctoral program. The courses involved must be comparable to courses in our Department, and the student should have received a final grade of B or better in them. Those admitted to the Doctoral program as college graduates or transfer students possessing the Bachelor's degree or its equivalent, but not the M.A. or its equivalent, should achieve coverage of their major literature equivalent to that required for our M.A. and demonstrate their reading knowledge of a second foreign language, as required in the M.A. program.

2) If they have not done so previously, students admitted to the Doctoral program should incorporate into their curriculum a course in the culture of the nation whose literature and language they are studying.

3) The History of the Language course in French and Spanish is mandatory in Plans I and II, except for students who have taken the equivalent of this course elsewhere.

4) A reading knowledge of Latin is required of all Ph.D. candidates. A reading knowledge of German is compulsory only in Medieval Studies. It is highly recommended, however, for all doctoral candidates.

5) One year of residence is required, conceived of as two three-course semesters (three credits per course) in a fall-spring or spring-fall sequence. Teaching fellows of the Department may fulfill the residence requirement by taking two courses per semester while teaching two.

During the year of residence, the student must be registered at the University and following a program of course work approved by the Department. The residence requirement may not be satisfied by the candidate during the year in which he or she is engaged in writing a dissertation.

6) The Graduate *Colloquium* in literary theory and criticism is mandatory for all Ph.D. candidates.

7) Upon completion of course work, the Doctoral student must pass oral and written comprehensive examinations. A student who fails any segment of the comprehensive examinations twice will automatically be dropped from the program.

Comprehensive examinations are held in October and March. The student should notify the Departmental office three months in advance of his or her intention to take the examinations, reserving the option to withdraw the examination application at least one week before the scheduled date. An eight-year limit is established by the Graduate School for the completion of Doctoral work. Neither the students nor their mentors expect their association, however inspirational it may be, to be so leisurely. When possible, candidates should plan to take comprehensive examinations after the third or fourth year of graduate work, leaving at least a year for the dissertation.

8) The subject of the dissertation must be submitted for approval by the Department after the student has passed all comprehensive examinations.

As soon as possible after completing Doctoral comprehensives, and determining the thesis topic, the student is given a thesis director, an expert in the field, with whom he or she works out a more specific topic, an outline for its development, and a bibliography. After the thesis topic and the outline have been approved by the Graduate Faculty and while the

research and writing are in progress, the thesis director supervises the work of the student which must be reviewed by two other readers. March 1 is the deadline for submission of copies of the completed Ph.D. dissertation to the director and readers for May graduation. April 1 is the deadline for submission of the completed Ph.D. dissertation to the director and readers for September graduation.

9) A B average is the minimal Departmental requirement for good standing.

Plans of Study

Plan I: French or Spanish Literature

Candidates electing the doctoral program in this plan must achieve the following:

1. A high degree of competence in one Romance language, literature, and culture. Specialization in a limited area of the literature.
2. Superior achievement in the area of concentration and potential for research work.
3. General coverage of the major literature.
4. Specialization according to the following options:

French—two consecutive centuries of the major literature

Spanish—Middle Ages and Renaissance
Golden Age
Nineteenth and twentieth century
Latin-American literature

5. History of the Language and Graduate Colloquium.

Comprehensive Examinations will include:

1. General coverage of the literature—an oral examination of three hours' duration.
2. Area of specialization—written essay of eight hours' duration and an *exposé* of one hour's duration, the latter limited to the area of the dissertation.

Plan II: Romance Literatures

Candidates who concentrate in Romance Literatures must achieve a high level of competence in the following areas:

1. General coverage of the major literature.
2. Specialization in three Romance literatures (French, Spanish, Italian, Provençal, or Medieval Latin).

The student may elect a non-Romance literature as the third of three literatures, but must first obtain the approval of the Department.

3. Specialization in three literatures (comparative study of a major period or literary movement).
4. Seminar-level courses in the major literature. Adequate coverage of the two minor literatures.
5. History of the Language and Graduate Colloquium.

For admission to the program, applicants must have fluent command of at least one Romance language. A working knowledge of a second Romance language is also required, and the student must initiate the study of the third language as soon as possible, so as to develop graduate capabilities in all three literatures within the time limits set for comprehensive examinations. Early in the program, the student should formulate a program of studies in consultation with the advisor, who will determine the maximum coverage depending upon the adequacy of the student's course

background. The minimum coverage is six credits in the second literature and three credits in the third.

Given the particular strengths of Boston College, concentration in Medieval Studies is an important option within this lateral model. Students may choose any three of the following literatures: Medieval French, Italian, Spanish, Provençal, or Latin. Students are encouraged, with the approval of their Advisor, to incorporate extradepartmental courses into their doctoral program: 12 credits if they are entering with a B.A., 6 credits with an M.A. Boston College has a rich array of medieval offerings in Theology, Philosophy, History, Fine Arts, Literature, and Political Science. Comprehensive Examinations will include:

General coverage of the major literature—an oral examination of three hours' duration.

Area of specialization—written essay of eight hours' duration and an *exposé* of one hour's duration, the latter limited to the area of the dissertation.

The dissertation may deal with a problem in the major literature or involve a comparative study in the period of specialization.

Financial Assistance

The following forms of financial assistance are available to students of the Department: Teaching Fellowships, Graduate Assistantships.

Appointments and awards are competitive. They are based on the candidate's background and experience. For those seeking Teaching Fellowships, a personal interview is advisable. Students desirous of obtaining information about the terms of University financial assistance should consult the Financial Aid section of this Bulletin. Those who are interested in government grants should address themselves to the University Financial Aid Office.

Further information on the Graduate Program in Romance Languages and Literatures can be found in the Romance Languages Department Graduate Handbook, which may be obtained by writing to: Boston College, Department of Romance Languages, Chestnut Hill, Massachusetts 02167.

Course Offerings

Offerings in French, 1988–89

RL 401 Political and Social Structures in French Literature (F: 3)

Selected literary works are placed in their historical, political and social perspective.

Monique E. Fol

RL 411–412 Masterpieces of Medieval French Literature (F: 3–S: 3)

A selection of works chosen to give a general introduction to the most important types of Medieval French literature, especially in the formative stages of the 12th and 13th centuries: saints' lives, *chansons de geste*, romance, lyric, fabliaux, theatre.

Matilda T. Bruckner

RL 432 17th century French Literature (S: 3)

A study of the classical literature of the age. Works of philosophers and moralists such as Descartes, Pascal, La Rochefoucauld, La Bryère, and plays of Corneille, Racine, and Molière will be given particular attention.

The Department

RL 441 Theory and Fiction in the Age of Enlightenment (F: 3)

An examination of the relationship between theory and fiction in the works of the major men of letters in 18th century France (Montesquieu, Voltaire, Diderot, Rousseau, etc.). This problematic will be seen as crucial to the understanding of the French Enlightenment.

Ourida Mostefai

RL 445 The Art of Disavowal: Novel Writing in the 18th Century (S: 3)

This course will focus especially on the curious and often elaborate ways in which the major 18th-century French novelists (Montesquieu, Marivaux, Prévost, Rousseau, Laclos, etc.) refuse to claim authorship of their works. Special attention will be paid to the epistolary form.

Ourida Mostefai

RL 451 Romanticism in French Literature (F: 3)

A study of this current in French poetry, drama, and narrative literature of the nineteenth century, with detailed analysis of the masterpieces.

Norman Araujo

RL 471 Histoires D'Amour, Histoires De Haine, Histoires De Mère (S: 3)

A study of the mother as a privileged figure in 20th-century novelists such as Proust, Colette, de Beauvoir, Duras, and Cardinal.

Monique Fol

RL 480 From Autobiography to Autocriticism (S: 3)

A study of how autobiography as a literary genre evolves in France from Montaigne through Rousseau to Sartre and other contemporary authors of "autocriticism."

Betty T. Rahv

RL 752 Mirror or Mirage in Realistic Novel (S: 3)

The evolution of the realistic novel in the nineteenth century as it appears in the works of Stendhal, Balzac, and Flaubert: *Beylisme*, *Bovarysme*, and the universe of the *Comédie humaine*.

Norman Araujo

Projected Offerings in French, 1989-90**RL 421-422 Prose and Poetry of the French Renaissance I & II (F: 3-S: 3)**

A study of the historical, philosophical and literary movements which molded the French Renaissance; selections from Rabelais, the poets of the Pléiade, Montaigne, and others will be read as reflections of humanistic ideals and the search for the Good Life in the 16th century.

Betty T. Rahv

RL 450 Rousseau et le Prémantisme (S: 3)

The Department

RL 458 "Contes et Nouvelles" in the Nineteenth Century (F: 3)

While devoting proper attention to the general evolution of the *conte* in the 19th century, the course will center around the most significant works of Mérimée, Maupassant, and Daudet.

RL 459 19th-Century Feminism: Mme de Staël and George Sand (S: 3)

The passions, politics, and literary production of two women who challenged both the social and the literary conventions of their times.

Norman Araujo

RL 488-489 Roman et Société sous la III République I & II (F: 3-S: 3)

A study of the 20th century authors who bear witness to reality even in their attempts to transform it or escape from it.

Monique Fol

RL 490 Fictional Heroines and the Ravages of Amour-Passion (F: 3)

A selection of works from the Middle Ages to the 20th century, organized by genre (theater, short fiction, and letters) will raise a group of related questions about fictional heroines and their literary representation.

Matilda T. Bruckner

RL 713 Birth of the Medieval Vernacular Lyric: Provençal Poetry and the Flowering of Fin'Amor (S: 3)

An introduction to the language and love songs of Southern France, this course allows students to discover first hand a lyric tradition so rich, so successful that it quickly spread to all of Europe.

Matilda T. Bruckner

RL 731-732 17th-Century French Literature Seminar I & II (F: 3-S: 3)

The Department

RL 741 18th-Century Seminar (F: 3)

The Department

Projected Offerings in French, 1990-91**RL 423 The Poet's Lyre in the French Renaissance (F: 3)**

Innovations introduced into French lyric poetry by 16th-century poets may best be understood by comparing the metaphysical expression of *l'Ecole lyonnaise* (Scève), the classical perspective of the Pléiade (Ronsard, du Bellay), and the baroque vision of the turn of the century (d'Aubigné).

Betty T. Rahv

RL 426 The Smiling Philosophers: Rabelais and Montaigne (S: 3)

The great humanistic surge of the 16th century in France from its inception in the comic genius of Rabelais to its culmination in the philosophical smile of Montaigne.

Betty T. Rahv

RL 442 Literature and Society in 18th-Century France (S: 3)

Works of major authors, including Voltaire's *contes philosophiques* and *Lettres philosophiques*, Diderot's *Le Neveu de Rameau*, and Rousseau's *Confessions*, with emphasis on the concept of the individual in the context of pre-Revolutionary France.

Visiting Professor

RL 457 Passion Staged and Upstaged: The 19th-Century French Theater (F: 3)

A study of Romanticism, Realism, and Naturalism in the French drama of the 19th century.

Norman Araujo

RL 461 From Olympus with Love: Hugo's Literary Revolution (S: 3)

The impact of Hugo's personality and creative genius on the development of French poetry and prose in the 19th century.

Norman Araujo

RL 471 Histoires D'Amour, Histoires De Haine, Histoires De Mère... (S: 3)

A study of the mother as a privileged figure in 20th-century novelists such as Proust, Colette, de Beauvoir, Duras and Cardinal.

Monique Fol

RL 711 Nobles and Beasts, Saints and Tricksters: Generic Exchanges in Medieval French Literature (F: 3)

How medieval storytellers can reuse and combine a common fund of materials to reshape the familiar into the new and different, transform the serious into the burlesque, cross the boundaries of comedy and tragedy, mix the religious and profane.

Matilda T. Bruckner

RL 731 17th-century French Literature Seminar (F: 3)

Visiting Professor

RL 780 Colloquium: Modern Literary Theory of Criticism (S: 3)

An introduction to selected movements that mark the development of literary criticism in the twentieth century (Stylistics, Russian Formalism, Structuralism, Reader Reception, etc.) with emphasis on the practical evaluation and application of theoretical models. Required of all Romance Languages and Literatures doctoral candidates.

Matilda T. Bruckner

Offerings in Italian, 1988-89**RL 504 Contemporary Italian Culture (S: 3)**

A comprehensive portrait of contemporary Italian culture approached through a variety of sources and media - literature, journalism, art, film, music, advertising, guest speakers and the artifacts of everyday life. Topics to be investigated include the family, marriage and "amore;" the religion of the Italians; feminism and "mammismo;" democracy Italian-style; the "Economic Miracle;" the North-South dichotomy; the Italy of the tourists; the Americanization of Italy; "il dolce far niente;" the literary-artistic establishment and the Old Italy versus the New.

Franco Mormando

RL 521-522 Masterpieces of the Italian Renaissance I & II (F: 3-S: 3)

The two-semester seminar will cover all of the major literary movements of the Italian Renaissance. The course will be conducted in Italian.

Laurie Shepard

RL 524 Crisis of Baroque and New Poetics (F: 3)

The course will focus on selected readings from Gravina and Muratori as well as on the poetics of "Arcadia." The aesthetics of Vico and its reception will be discussed.

Rena Lamparska

RL 544 Italian Comic and Tragic Theatre of the 18th Century (S: 3)

This course involves an in-depth study of the major plays of Goldoni and Alfieri. Thematic concerns, generic forms, character portrayal, moral and social values and ideas will be discussed in relation to the cultural and literary trends of the period.

Rena Lamparska

Projected Offerings in Italian, 1989-90**RL 501 Dante: Divina Commedia I & II (F: 3)**

A study focusing on the poetic problems of *La Divina Commedia* as well as its central themes.

Laurie Shepard

RL 541 Literature of Unified Italy (F: 3)

A study of the works of Verga, Pascoli, D'Annunzio, Svevo and Pirandello against the background of historical events and European literary movements.

Rena Lamparska

RL 568 The Theater of Pirandello (S: 3)
A study of the major plays of one of the most prominent dramatists the post-modern tradition, along with his theoretical writing on theater.
Rena Lamparska

Projected Offerings in Italian, 1990-91

RL 501-502 Dante, *Divina Commedia I & II* (F: 3-S: 3)
A study of the world masterpiece with detailed analysis of ideas, events and personages; the opus will be interpreted in its four meanings: literal, allegorical, moral and anagogical.
Joseph Figurito

RL 509 Petrarch (F: 3)
A study of the *Canzoniere* of Petrarch and some of the treatises fundamental to the definition of humanism.
Laurie Shepard

RL 519 Lorenzo the Magnificent: Poet and Patron (S: 3)
A survey of the literary achievements of Lorenzo and of the Italian writers and Latin Humanists associated with Lorenzo's Renaissance Florentine court.
Laurie Shepard

RL 549 Impossible Love in 18th and 19th Century Italian Literature (F: 3)
Through the analysis of "impossible love" in selected works by Goldoni, Alfieri, Foscolo, Leopardi, and Verga the cultural and intellectual forces underlying the protagonists' drama will be examined.
Rena Lamparska

RL 567 Myth and Mystery in the Italian Novel (S: 3)
Mystery, enigma and myth as vehicles of transmission of an intellectual message in 20th century post-realistic novels by Vittorini, Pavese and Silone.

Offerings in Spanish, 1988-89

RL 615-616 Survey of Medieval Spanish Literature I & II (F: 3-S: 3)
This course will cover the evolution of Spanish Literature from its origins in the dawn of the Middle Ages to the end of the fifteenth century, based mainly on the readings of texts.
Guillermo Guitarte

RL 634 (EN 383) Don Quijote, Hero and Fool (F: 3)
The secrets of Cervantes' masterpiece are revealed through close study of the text, the society it represents, and consideration of some of its repercussions in world culture.
Elizabeth Rhodes

RL 678 Spanish American Novel (S: 3)
A study of the socio-political concerns of representative Spanish American novelists with special attention given to the evolution of the genre in the 20th century. Conducted in Spanish.
Harry Rosser

RL 681-682 Spanish American Drama (F: 3-S: 3)
A study of the history of Spanish American drama from its earliest indigenous form in religious ritual, through "criollo" theatre of the colonial period, to the romantic and revolutionary era in the nineteenth century, and into the sophisticated contemporary theatre in the urbane capitals of Spanish America.
Robert Louis Sheehan

RL 936 Golden Age Theatre: Passion at Play (S: 3)
This seminar on Spanish Golden Age theater focuses on dramatic texts which represent secular and/or religious passion, to provide a broad understanding of Imperial Spain's values as expressed on the stage.
Elizabeth Rhodes

RL 951 Spanish Literature of the 19th Century (F: 3)
Prerequisites: At least four years of Spanish and the second semester of the Survey of Spanish Literature (RL 327-328) The purpose of the course is to develop in the student a solid understanding of the historical and cultural cross-currents which profoundly influenced the Spanish literature of the 19th century and to achieve a high degree of familiarity with the literary movements of that century and the authors read in class.
J. Enrique Ojeda

RL 975 Seminar in Hispanic Literature (F: 3)
Visiting Professor

RL 977 Andean Novel (S: 3)
This graduate course will examine the major characters in the Indian and "Mestizo" novel in Bolivia, Ecuador and Peru. Works by Alcides Arguedas, Jorge Icaza, José María Arguedas, Ciro Alegría, Gonzalo Zaldumbide, Juan León Mera and others will be examined in the context of the sociological studies written on the "Mestizo" and the Indian of the Andes.
J. Enrique Ojeda

RL 980 Spanish Visions of America: Old Texts and New Perspectives (F: 3)
Reading and discussion of select writers of the Colonial era whose works center on the historical development and cultural emergence of Latin America under the dual impact of pre-Colombian and Spanish influence. Undergraduates with permission of instructor.
Harry Rosser

Projected Offerings in Spanish, 1989-90

RL 622 In Lively Conversation with the Dead: Golden-Age Spanish Poetry (S: 3)
By reading, discussing, imitating, and writing about a wide range of Golden Age poetry and by studying the cultural history of the age in which it was written, students are encouraged to appreciate verse as the vehicle of self-expression par excellence in 16th- and 17th-century Spain.
Elizabeth Rhodes

RL 661-662 20th Century Spanish Literature I & II (F: 3-S: 3)
A study of the principal literary movements in this century: (Fall) "la Generación del '98" and "Modernismo", 1898-1920; (Spring) "la Vanguardia", 1920-1936; Dictadura de Franco 1939-1975; "la Nueva Libertad Literaria", 1975-present.
Robert Louis Sheehan

RL 905 History of the Spanish Language (S: 3)
Emergence of Hispanic dialects from the Latin language and a survey of the phonetic changes that transformed Latin into Spanish.
Guillermo Guitarte

RL 934 Currents of Heresy in Catholic Imperial Spain (F: 3)
This is an advanced seminar that studies the revolutionary religious currents of the Renaissance age, the denouncing of those ideologies and those who supported them as heretical for

Catholic Spain, and the tragic consequences their elimination had on the Spanish empire.
The Department

RL 958 Galdos and his Time (F: 3)
The course intends to familiarize the student with 19th century Spain in order to achieve an understanding of the forces that contributed to shaping the world of Galdos.
J. Enrique Ojeda

RL 976 Jorge Luis Borges (F: 3)
An examination of Borges as a short story writer, and a close reading of *Historia universal de la infamia*, *Ficciones*, *El Aleph*, and some of his latest narratives.
Guillermo Guitarte

RL 978 Spanish American Lyric Poetry (S: 3)
A study of the development of lyric poetry in Spanish America analyzing both the influences which have affected it and the original ways in which it expresses the Spanish American experience.
J. Enrique Ojeda

RL 979 Mexican Prose Fiction: Revolution and Evolution (F: 3)
While considering the evolution of prose fiction in Mexico from the Revolution of 1910 to the present, the course will focus on the themes and aesthetics of established as well as emerging writers.
Harry Rosser

RL 981 Contemporary Spanish American Writers: New Generations, New Aesthetics (S: 3)
A study of the development of the novel in Spanish America from World War II to the present, with special attention given to Nobel Laureate Gabriel García Márquez.
Harry Rosser

Projected Offerings in Spanish, 1990-91

RL 621 The Hero's Other Half: An Introduction to Golden-Age Spain and Spanish Literature (F: 3)
Based on the idea that heroes depend on anti-heroes to exist, this is a cross-genre introduction to Golden Age Spanish literature and Spain that considers the roles of women, fools, and sinners as essential complements to the traditional heroic values expressed in literary and historic texts.
Elizabeth Rhodes

RL 623 The Picaresque Novel (F: 3)
A study of the origins, development and significance of the Picaresque genre in Spain and its ramifications in Spanish American literature.
J. Enrique Ojeda

RL 625 Passion at Play: An Introduction to Golden-Age Drama (S: 3)
This seminar on Spanish Golden Age theater focuses on dramatic texts which represent secular and/or religious passion, to provide a broad understanding of Imperial Spain's values as expressed on the stage.
Elizabeth Rhodes

RL 653 Romanticism in Spain (S: 3)
An exploration of the origins, development and significance of the Romantic movement within the context of the history and literature of Spain's 19th century: Larra, Espronceda, el Duque de Rivas and Becquer will be studied among other authors.
J. Enrique Ojeda

RL 671 Survey of Spanish American Literature I & II (F: 3-S: 3)
A study of periods, trends and authors of Spanish American literature from the Colonial period to the present.
Guillermo Guitarte

RL 674 The Spanish American Short Story (S: 3)

The nature of the genre and the ways in which it has evolved will be determined by comparing and contrasting the narrative perspective and structural format of selected stories from the 19th and 20th centuries.

Harry Rosser

RL 961 The Dynamics of Dissent in the Spanish American Novel (F: 3)

A study of the socio-political concerns of representative Spanish American novelists with special attention given to the evolution of the genre in the 20th century.

Harry Rosser

RL 963 The Lorca Era (S: 3)

A study of the poetry and drama of García Lorca, Guillén, Alberti, Aleixandre, Salinas and others in the "Vanguardia" period between the end of World War I and the Spanish Civil War.

Robert Louis Sheehan

RL 968 The Generation of '98 (S: 3)

Detailed study of the essays, novels, poetry, and theater of the principal turn of the century writers: Unamuno, Baroja, Antonio Machado, "Azorín", and others.

Robert Louis Sheehan

Language and Methodology Courses Offered in English**RL 495 (ED 303) Second-Language Acquisition (F: 3)**

A review of recent research in second language acquisition and its application to the classroom. Emphasis is placed on techniques for developing proficiency in listening, speaking, reading and writing. Students will analyze available audio-visual materials and learn how to integrate these ancillaries into their instruction.

This course fulfills the Massachusetts certification requirements in Secondary Methods.

Rebecca Valette

RL 498 Seminar in Oral Proficiency Testing (S: 3)

This course introduces students to the ACTFL Proficiency Guidelines and oral proficiency tests. All students will be given an informal Oral Proficiency rating plus individualized counseling as to how to improve their proficiency. Students will learn basic concepts of measurement and their applications to foreign language testing. Students will also learn how to analyze test results and redesign curriculum so that proficiency objectives can be met more effectively.

This course fulfills the "Measurement" requirement for teacher certification.

This course fulfills the Massachusetts certification requirement in Measurement and Testing.

Rebecca Valette

Honors Program**RL 698 Honors Research Seminar**

FollRhodes

RL 699 Honors Thesis Seminar

FollRhodes

Slavic and Eastern Languages

Faculty

Professor Lawrence G. Jones, Chairperson of the Department
A.B., Lafayette College; A.M., Columbia University; Ph.D., Harvard University

Associate Professor Michael J. Connolly,
A.B., Boston College; Ph.D., Harvard University

Associate Professor Michael B. Kreps,
Diploma, Leningradskij gosudarstvennij universitet; M.A., Ph.D., University of California (Berkeley)

Adjunct Assistant Professor Jovina Y. H. Ting, A.B., Guoli Taiwan Daixue; M.A., Kent State University; M.A., Harvard University; Ph.D., New York University.

Program Description

The Department administers three different Master-of-Arts degree programs:

Russian Language and Literature
Slavic Studies
General Linguistics

Additionally the Department participates in a program for the Master of Arts in Teaching (M.A.T.) with the Graduate Division of the School of Education.

Admission

For admission to M.A. candidacy in *Russian* or *Slavic Studies*, students must be able to demonstrate a working knowledge of the Russian language equivalent at the very least to the proficiency expected at the end of three years (advanced level) of college study. They must also be acquainted with the major facts of Russian literature and history.

Students applying in *General Linguistics*, a program which stresses structural, semiotic and philological techniques with an emphasis on the interdisciplinary nature of Linguistics (i.e. not restricted to Slavic topics), should have a good preparation in languages, modern and ancient, some undergraduate-level work in Linguistics, and have done introductory work in the intended areas of concentration (e.g. psychology, speech therapy, mathematics).

Since *Slavic Studies* and *Linguistics* programs involve a significant proportion of work in other departments of the University, candidates in these areas would be expected to meet the prerequisites for all such courses and seminars.

Students must also be prepared, in the course of studies, to deal with materials in various languages as required. A reading knowledge of French and German will almost always be needed, plus Latin and Greek for linguists.

The Department welcomes, but does not require, Graduate Record Examination scores.

Students with an undergraduate degree who require preparation for admission to the M.A. may apply as special students. This mode of application is also suited to those who are looking for post-undergraduate courses without enrolling in a formal degree program.

Degree Requirements

All programs require:

- a minimum of ten one-semester courses (thirty credits) in prescribed graduate-level course work;
- three qualifying examinations, which a student must have passed by the end of the first year of full-time study or its equivalent;
- two special-field examinations;
- a supervised research paper of publishable quality on an approved topic.

The grades for the qualifying examinations, special-field examinations, and the research paper are reported to the Registrar as a single comprehensive-examination grade. Comprehensive examination sectors are in written or oral format, depending on the nature of the subject matter.

Russian Comprehensives:

Generals:

Russian language,
Russian literature,
the application of linguistic analysis to Slavic.

Specials on any two of the following five areas:

Early Slavic linguistics and culture,
a Russian literary genre,
a period, author or movement in Russian literature,
advanced topics in Russian grammar,
a special approved topic (e.g. Russian history, Soviet ideology, translation technique, etc.).

Slavic Studies Comprehensives:

Generals:

major emphasis area;
minor emphasis area;
written review of a problem in the history of Slavic Studies.

Possible emphasis areas: Economics, History, Philosophy/Theology, Political Science, a Slavic or East European language or literature, Sociology.

Specials:

oral colloquium on an assigned topic;
written review/critique of a work in the special field.

Linguistics Comprehensives:

Generals:

written review of a linguistic article;
description of a limited linguistic corpus;
oral colloquium on an assigned general topic.

Specials:

written review/critique of a work in a specialized field;
teaching scripta for three lectures on a special-field topic

The Department has exemption procedures to allow limited substitution of requirements. A student may apply up to two courses (6 credits) of advanced work at other universities or research institutes toward program requirements if this work has not been previously applied to an awarded degree.

Course Offerings

Graduate-level courses offered annually are so marked; all other courses are offered as parts of varying course cycles, and information for any given year may be found in the Registrar's *Schedule of Courses*.

Courses numbered below 300 do not nor-

mally apply for graduate degree credit but are open to interested graduate and special students. Full descriptions of such courses appear in the Undergraduate Catalog.

SL 003-004 Elementary Russian I/II

SL 007-008 Introduction to Arabic I/II

SL 009-010 Elementary Chinese I/II

SL 021-022 Introduction to Japanese I/II

SL 051-052 Intermediate Russian I/II

SL 057-058 Russian Practicum: Intermediate I/II

SL 061-062 Intermediate Chinese I/II

SL 081-082 (TH 300) Elementary Hebrew I/II

SL 200 A Survey of Russian Literature (in translation)

SL 205 Tolstoy and Dostoevsky (in translation)

SL 216 (EN 552) Poetic Theory

SL 221 (TH 198) The Language of Liturgy

SL 222 Classics of Russian Literature (in translation)

SL 227 Advanced Russian Grammar

SL 228 Spoken Russian

SL 230 Russian Literature of the Fantastic (in translation)

SL 233 (EN 571) Applied English Grammar and Style

SL 234 The Polish Language

SL 238 (PL 276) The Language of Computing

SL 240 The Contemporary Russian Novel (in translation)

SL 243 Image and Icon in Russian Literature (in translation)

SL 307 Russian Drama (3)

A close study of selected works in this genre from Fonvizin through Tolstoj, Chexov, Blok and Majakovskij to the modern theater. The structure of the drama and the techniques of the romantic and the realist will be examined. Lectures and readings entirely in Russian.

Offered triennially *Michael B. Kreps*

SL 308 Dostoevskij and Tolstoj (3)

A study and analysis of realism in the works of two of Russia's most influential writers. Readings and selected criticism. Conducted in Russian.

Offered triennially *Michael B. Kreps*

SL 311 (EN 527) General Linguistics (F: 3)

An introduction to the history and techniques of the scientific study of language in its structures and operations: articulatory and acoustic phonology, morphological analysis, historical reconstruction, and syntactic models.

Offered annually *M. J. Connolly*

SL 316 Old Church Slavonic (F: 3)

The origins and development of the Slavic languages; the linguistic structure of Old Church Slavonic and its relation to modern Slavic lan-

guages illustrated through readings in Old Church Slavonic texts.

Recommended: Prior study of a Slavic language.

Offered biennially *M. J. Connolly*

SL 317 Old Russian (F: 3)

An intensive study of the grammar and philology of Old Russian and early East Slavic; readings in Russian secular and religious texts from the Kievan period through the seventeenth century; Russian Church Slavonic as a liturgical language.

Recommended: Prior study of a Slavic language.

Offered biennially *M. J. Connolly*

SL 320 Pushkin and Gogol' (3)

Close readings of the major works of Pushkin and Gogol' as well as related works of Lermontov. Individual literary techniques and styles are studied against the background of Russian romanticism and the transition to Russian realism. Conducted in Russian.

Offered triennially *Michael B. Kreps*

SL 321 Turgenev and his Contemporaries (3)

The aesthetic and ideological values of Turgenev's works; Turgenev's role in literary circles of the mid-19th century in Russia and abroad. Students also explore writings of the period (e.g. Goncharov and Ostrovskij) for their polemical and ideological content. Conducted in Russian.

Offered triennially *Michael B. Kreps*

SL 325 (EN 528) Historical Linguistics (S: 3)

The phenomenon of language change and of languages, dialects, and linguistic affinities, examined through the methods of comparative linguistics and internal reconstruction.

Offered triennially *M. J. Connolly*

SL 327 Sanskrit (S: 3)

The grammar of the classical language of India, supplemented through reading selections from the classical literature and an introductory study of comparative Indo-Iranian linguistics.

Offered triennially *M. J. Connolly*

SL 328 Classical Armenian (S: 3)

A grammatical analysis of Armenian *grabar*, the classical literary language current from the fifth century A.D. Sample readings from the Classical Armenian scriptural, patristic, liturgical, and historical texts.

Offered triennially *M. J. Connolly*

SL 332 The Russian Short Story (3)

The development and structure of the Russian *rasskaz* and *povest'* from the 16th through the 20th centuries. Readings in Russian.

Offered triennially *Lawrence G. Jones*

SL 333 Introduction to the West Slavic Languages (S: 3)

A grammatical and phonological study of a featured West Slavic language (Czech, Polish or Slovak), structural sketches of the other West Slavic languages, inductive readings in West Slavic texts.

Recommended: Prior study of a Slavic language.

Offered biennially *Lawrence G. Jones*

SL 334 Introduction to the South Slavic Languages (S: 3)

A grammatical and phonological study of a featured South Slavic language (Serbo-Croatian, Bulgarian, Slovenian or Macedonian), structural sketches of the other South Slavic languages, inductive readings in South Slavic texts.

Recommended: Prior study of a Slavic language.

Offered biennially *Lawrence G. Jones*

SL 339 Semiotics and Structure (3)

Theoretical and practical considerations for the use of modern semiotic and structural techniques in the analysis of paralinguistic systems, literature, mythology and other products of social communication.

Lawrence G. Jones

SL 342 Seminar in Russian Poetry (3)

Detailed study of the style, structure and thematic content of works from a selected group of Russian poets. Texts in Russian.

Offered biennially *Lawrence G. Jones*

SL 343 (EN 512) Old Irish (S: 3)

A descriptive and historical examination of the linguistic features of Old Irish among the Celtic and Indo-European languages; the reading of Early Irish texts.

Offered triennially *M. J. Connolly*

SL 344 (EN 392) Syntax and Semantics (S: 3)

An introduction to the concepts and operations of modern transformational-generative grammar and related models. Linguistic theories of meaning.

Offered triennially *M. J. Connolly*

SL 348 Chexov (3)

A close reading in Russian of some of Chexov's major prose, along with a survey of the critical literature on his works and a brief study of the influence of his style on later Russian writers.

Offered triennially *Lawrence G. Jones*

SL 349 Advanced Russian Writing and Translation (S: 3)

A study of the subtleties of Russian syntax, vocabulary and style through extensive analytic reading and through both imitative and original writing; the theory and practice of preparing refined translations both from and into Russian. Conducted entirely in Russian.

Offered annually *Michael B. Kreps*

SL 350 Advanced Practicum in Spoken Russian (S: 3)

Effective use of the spoken language, including an introduction to simultaneous interpreting and the monitoring and transcription of Russian speech; specialized vocabularies. Conducted entirely in Russian.

Offered annually *Marina V. Kreps*

SL 352 Russian Literary Humor and Satire (S: 3)

A survey of theories of humor with readings from selected Russian satirical and comic literature from the 18th to the 20th century. Conducted entirely in Russian.

Offered triennially *Michael B. Kreps*

SL 353 Romantizm v russkoj literature (F: 3)

A study of Romanticism in Russian poetry, drama, and narrative literature of the 19th century. A close analysis of the features of this literary movement in works of Zhukovskij,

Marlinskij, Pushkin, Lermontov and others. Romantic literature as a genre within a larger European framework. Conducted entirely in Russian.

Offered triennially *Michael B. Kreps*

SL 354 Bulgakov, Pasternak, Solzhenicyn (S: 3)

The religious, political, social and artistic features of eminent works among the voices of dissent in contemporary Russian literature, including *Master i Margarita*, *Doktor Zhivago*, and *Odin den' Ivana Denisovicha*. Conducted entirely in Russian.

Offered triennially *Michael B. Kreps*

Research courses

The following tutorials and courses of reading and research are intended solely for students who have exhausted present course offerings or are doing thesis work on advanced topics. The precise subject matter and scheduling are determined by arrangement and such courses may be repeated for credit.

SL 388 Senior Honors Project

SL 390 Advanced Tutorial: Russian Language

SL 391 Advanced Tutorial: Russian Literature

SL 392 Advanced Tutorial: Linguistics

SL 393 Advanced Tutorial: Chinese

SL 394 Advanced Tutorial: Slavic Linguistics

SL 396 Advanced Tutorial: Polish

SL 399 Scholar-of-the-College Project

SL 791 Russian Literature: Reading and Research

SL 792 Linguistics: Reading and Research

SL 794 Slavic Linguistics: Reading and Research

SL 888 M.A. Interim Study

Other courses in the Department's repertory, offered on a non-periodic basis, include:

SL 053-054 Intermediate Intensive Russian I/II

SL 059 Readings from Russian Intellectual History

SL 223 Soviet Literature (in translation)

SL 225 Russian Folklore (in translation)

SL 226 Readings in Russian Short Prose

SL 229 Specialized Readings in Russian Texts

SL 231 Slavic Civilizations

SL 232 A Survey of Chinese Literature (in translation)

SL 235 Chekhov's Plays and Stories (in translation)

SL 236 A Survey of Polish Literature (in translation)

SL 237 Sounds of Language and Music

SL 305 History of the Russian Language

SL 312 The Indo-European Languages

SL 313 Structural Poetics

SL 314 Old Persian and Avestan

SL 315 The Czech Language

SL 322 The Structure of Modern Russian

SL 335 Early Russian Literature

SL 336 Seminar in Soviet Literature

SL 337 Comparative Slavic Linguistics

SL 338 Tolstoy & Solzhenicyn

SL 341 The Study of Russian Literature

SL 351 Topics in Linguistic Theory

Information on these courses and their availability may be received from the Department.

Sociology

Faculty

Visiting Professor Benedict S. Alper, A.B., Harvard University

Professor Severyn T. Bruyn, A.B., A.M., Ph.D., University of Illinois

Professor William A. Gamson, A.B., Antioch College, A.M., Ph.D., University of Michigan

Professor Jeanne Guillemin, A.B., Harvard University; A.M., Ph.D., Brandeis University

Professor Lynda Lytle Holmstrom, B.A., Stanford University; A.M., Boston University; Ph.D., Brandeis University

Professor David A. Karp, A.B., Harvard College; Ph.D., New York University

Professor Ritchie P. Lowry, A.B., A.M., Ph.D., University of California at Berkeley

Professor David Horton Smith, A.B., University of Southern California; A.M., Ph.D., Harvard University

Professor John B. Williamson, Chairman of the Department B.S., Massachusetts Institute of Technology; Ph.D., Harvard University

Associate Professor Charles K. Derber, A.B., Yale University, Ph.D., University of Chicago

Associate Professor Paul S. Gray, A.B., Princeton; A.M., Stanford University; A.M., Ph.D., Yale University

Associate Professor Sharlene J. Hesse-Biber, A.B., A.M., Ph.D., University of Michigan

Associate Professor Seymour Leventman, A.B., Washington State College, Chicago; A.M., Indiana University; Ph.D., University of Minnesota

Associate Professor Michael A. Malec, B.S., Loyola University; M.S., Ph.D., Purdue University

Associate Professor Stephen J. Pfohl, B.A., Catholic University of America; M.A., Ph.D., Ohio State University

Associate Professor Paul G. Schervish, A.B., University of Detroit; A.M., Northwestern University; M.Div., Jesuit School of Theology at Berkeley; Ph.D., University of Wisconsin

Associate Professor Eve Spangler, A.B., Brooklyn College; A.M., Yale University; M.L.S., Southern Connecticut State College; Ph.D., University of Massachusetts

Associate Professor Diane Vaughan, B.A., M.A., Ph.D., Ohio State University

Program Description

Master's Program

ADMISSIONS: Superior students, regardless of their undergraduate area of specialization, are encouraged to apply. Applicants are encouraged to submit, in addition to the usual transcripts and letters of reference, any information which might enhance their candidacy. GRE's are recommended but not required. Personal interviews, when practical, are desirable. Applications should be forwarded to the Department Graduate Admissions Committee. **REQUIREMENTS:** (a) thirty credit hours, including: (1) Theory Pro-seminar (two semesters), (2) Advanced Research Methods, (3) Multivariate Statistics (two semesters), and (b) a comprehensive examination.

Doctoral Program

ADMISSIONS: A small number of students are admitted to doctoral study. The primary criteria for admission are academic performance and promise of outstanding independent work. (See also Master's statement above.) **REQUIREMENTS:** (a) Twenty-four credit hours above the M.A. level including one additional Methods or Statistics course; (b) one year residency; (c) Ph.D. qualifying examination; (d) dissertation and oral defense.

Program in Social Economy and Social Justice (M.A. and Ph.D)

The SESJ program at Boston College is designed for students who wish to combine the pursuit of an academic degree with active efforts in the fields of social economy and/or social justice. The program prepares students for careers which integrate the worlds of scholarship and social action, whether inside or outside academic contexts. The program provides both analytic and practical research skills that will help you to understand and work in the areas of social economy and social justice more effectively.

M.B.A./Ph.D. Program (M.B.A./M.A. also offered)

The Department and the Graduate School of Management administer this joint degree program, training social researchers, providing them with a systematic understanding of the business and workplace environment, and training managers in social research techniques appropriate to their needs. The program is interdisciplinary, focusing on topics such as corporate responsibility and accountability, social investment, workplace democracy, and industrial relations.

Financial Assistance

The Department has a limited number of cash awards in the form of assistantships and tuition waivers. Awards are made on the basis of academic performance, need, experience and skill, as well as Department requirements.

Application should be made to the Department Graduate Admissions Committee.

Other Information

The Department publishes a brochure on its graduate programs, and a more detailed "Guide to Graduate Study" is available on request.

Course Offerings

SC 334 Critique of the Criminal Justice System (F: 3)

This seminar aims to present students interested in law with a critical examination of the procedures in the criminal court, including arrest, jail and bail, the role of judge and jury, the adversary process, plea bargaining, mediation, restitution and victims' compensation, conviction and sentencing, probation, pardon and parole. Court visits and interviews with, and lectures by, practitioners in the field, will be scheduled. The worth of the course is determined by the degree of participation of the students. Instructor approval required.

Benedict Alper

SC 338 Probation: Theory and Practice, I (F, S: 3)

This course provides students an opportunity for field work experience as volunteer interns in the Probation Office at a nearby District Court, where they serve as court aides and assistants to judges and to adult juvenile probation staff. A minimum of ten hours of service is required, together with appropriate readings and the keeping of a journal. Students are urged to plan to take the course during both semesters in order to derive maximum benefit from the experience. Written permission of instructor is required.

Benedict S. Alper

SC 340 Internship in Human Services (F, S: 3)

This internship is designed for students who wish to acquire practical work experience in a human service or social policy agency—whether private or governmental, childcare facility, etc. Students will have the primary responsibility for locating their own placement setting; however, the B.C. Internship Program Office in the Career Center can be of help. Students are expected to work a minimum of eight (8) hours per week, for twelve (12) weeks, in the placement setting.

Students planning to take this course should meet with Professor Malec as soon as possible.

Junior/Senior standing required. Work settings may be coordinated with other on-campus offices such as PULSE or Career Planning. A complementary term paper, work journal, or other academic component is due at the end of the term. Permission of the instructor is required.

Michael A. Malec

SC 343 The Rip-Off Society (S: 3)

A critical inquiry into some of the illegal, inequitable and unethical practices of some of the major institutions in contemporary society, such as: the health industry, government, the military, banking, pharmaceuticals, the intelligence community, the defense industry, taxation, multi-nations, the media, monopoly and anti-trust laws. Students will present the papers for discussion in the seminar.

Benedict Alper

SC 358 Internship in Mediation, Restitution and Victim Compensation I (F, S: 3)

Settlement of disputes and conflicts outside of the traditional criminal court process by means of mediation, arbitration and restitution, is one of the fastest growing areas of the law. Restitution gives a new role to victims in criminal cases. This course provides students with an opportunity to see at first hand the operation of these programs in the Greater Boston area, and to participate in the conflict resolution process. One full day or two half-days a week are required. Permission of instructor is also required.

Benedict S. Alper

SC 365 Law and Society (S: 3)

This course is designed to acquaint students with the American justice system both as it is seen by those who work within it and from the point of view of the larger society. Topics discussed are: the origins of legal institutions, the relationship between different types of societies and different types of legal systems, the role of legal institutions in maintaining social order, the usefulness of legal institutions for promoting social change and social justice, the rise of administrative law. In particular, this course stresses that the justice system is what the people who work within it make of it. Therefore, the central part of this seminar is the study of occupations that constitute the legal system: legislators, judges, lawyers, police, prison guards, probation and parole officers, forensic psychiatrists, etc.

Eve Spangler

SC 378 Introduction to Social Work (F, S: 3)

A broad survey of the field of social work, starting with a brief discussion of human behavior. We then deal with individuals, groups and communities. In addition to a consideration of social work methodology, we will examine the historical roots, value foundations and *modus operandi* of the settings in which social work is practiced.

Regina O'Grady-Le Shane

SC 422 Topics and Issues in Criminology (F, S: 3)

This independent study course provides the students an opportunity to engage in a variety of projects (limited only by their interest and imagination) in both field and library research or as volunteer interns in a program or agency concerned with any aspect of crime and delinquency. Approval will be given to any well-planned project which the student may care to pursue, after a review of the project by the instructor and periodic evaluations thereafter of student progress. Written permission of instructor is required.

Benedict S. Alper

SC 439 American Society in the Vietnam Decade (F: 3)

An examination of American society as the first new nation and first mass society. Tracing the cultural and institutional foundations and developments of modern-day America, emphasis is on the structural roots producing the crises of the 1960's, the Vietnam Decade.

Seymour Leventman

SC 448 Racism and Ethnic Protest (F: 3)

Students will select for study from among such topics as the history and ideology of the black liberation movement in the United States, comparative ethnic protest movements, apartheid and the color line in South Africa, affirmative action and economic development programs as recent strategies of minority group advance-

ment, and the relationships between racism, sexism, and class inequality. The course also reviews sociological theory and tools for analyzing majority-minority group domination.

Seymour Leventman

SC 471 (HS 472) European Social and Economic History (S: 3)

See course description under History department.

James Cronin

SC 518 Symbolic Interaction (S: 3)

Students will read and discuss selected works of writers working broadly within a symbolic interactionist frame of reference. Attention will be given to the development of symbolic interactionist thought especially, but the general concern of the seminar will be on "conceptions of interaction and forms of sociological explanation." Writers to be discussed might include: Blumer, Garfinkel, Goffman, Mead, Weber, etc.

David Karp

SC 525 Medicine, Miracles, and the Military (F: 3)

Prerequisite: Introductory Sociology of the permission of instructor.

This course explores the hypothesis that modern medicine in American has been greatly influenced by military institutions and strategies. Case examples will be drawn from the Civil War, World War I, World War II, the Korean and Vietnam wars, with emphasis on specific technological and organizational innovations. Cross-cultural and historical notions of mortality, morbidity, the vulnerability and rehabilitation of the body will also be covered.

Jeanne Guillemin

SC 528 Concept of Evolution (S: 3)

This course is designed for students curious about stages of development of the world in which we live. We will look at the principles underlying evolution from the theoretical origins of the universe and the formation of particles, atoms, molecules, cells, organisms, and society. Our purpose is not to understand the technical dimensions of this development—studied separately in other departments of the university—but rather to examine the principles and the metaphors that help us understand the overall patterns and stages of change. We assume that the underlying explanation of the developing universe is social and symbolic. And we explore, briefly, the metaphysical idea that evolution continues in the development of new technology and extra-sensory perception.

Severyn T. Bruyn

SC 531 Perspectives on Deviance and Social Control (F: 3)

A thematic seminar on theoretical, methodological and political issues related to the historical control of Otherness. Topics for this year concern social control and struggles for justice in post-modern society. An analysis of the control implications of the electronic image culture of advanced capitalism in relation to economic, heterosexist, racist and imperial hierarchies. A reconstructive reading of key fictional and social-scientific texts related to the narrative structuring of a society dominated by mass mediated image making. A consideration of strategies of resistance and social change.

Stephen Pfohl

SC 532 Images and Power (S: 3)

A critical examination of contemporary image making. An exploration of the social production, meaning and uses of art in modern and

post-modern society. Particular attention to the relationship between visual imagery and the politics of class, race and gender; art in the age of mechanical reproduction (i.e., photography, film and video); sex and reproduction in the age of mechanical art; the avante-garde and "anti-art," dada and the like. *Stephen Pfohl*

SC 544 International Organization (F: 3)

This course is designed for students interested in the social and political structure of world affairs. We will examine the role of world law, world government, a world court system, multinational corporations, the world organization of churches and other types of international organizations that bear on the issues of war and peace. While some students may be interested in exploring the complex structures of one such organization, the focus of the course will be on their interrelationships, their comparative structures, their normative life, and their conjoining influences as they serve potentially to lay the foundation for a world community. *Severyn T. Bruyn*

SC 548 Alternatives to War (S: 3)

An intensive examination of the political economy of militarism and war, and the social and political conditions necessary to ensure a stable, global peace. The first part of the course will explore the roots of war in the nation state system, the domestic and international economy, and the contemporary forms of Superpower hegemony. There will be consideration of the relations between war and forms of economic, political, racial and gender-based domination. The second part of the course will examine the political, economic and cultural changes required to achieve a peaceful international order. It will examine both short-term changes in superpower militarism and the long-term structural changes in the state system, military force postures, the domestic structures of social domination, and the inequities of the global economy required for a "peace system." *Charles Derber*

SC 549 Social Problems Theory and Social Policy (F: 3)

Starting with the assumption that most previous social programs have failed for a variety of reasons, this seminar will explore the reasons for failure and possible alternative responses. For example, existing social theory may be inadequate or lacking. Social programs may become politicized. Special programs may create greater problems than those which they were designed to resolve. Are there new, more democratic, and responsive ways of building social policy in order to assist people to cope with and respond to the problems influencing them? The seminar will share experiences and views concerning these issues. *Ritchie P. Lowry*

SC 550 Important Readings in Sociology (S: 3)

Members of the seminar will read and discuss a number of books generally considered significant in the development of sociology. Throughout the semester, discussion will center on the characteristics of these important researches. Each work will be analyzed in terms of its general contribution to sociology and its place within the development of particular areas. *David A. Karp*

SC 555 Senior Honors Seminar (F: 3)

This course is required of participants in the Sociology Department Honors Program. Stu-

dents develop a research prospectus which is to be the basis of the Senior Thesis. This is an interactive seminar stressing hands-on experience. Skills in topic selection, research design, and theory construction are emphasized.

Paul S. Gray

SC 556 Senior Honors Thesis (S: 3)

The Department

SC 561 Maternal and Child Health and Public Policy (S: 3)

This course deals with national and community-level problems in maternal and child health and government approaches to their solution. Material will be presented on other industrial societies and developing nations. The history of the United States legislation of child health programs is covered, with special reference to Medicaid, child abuse, and teenage pregnancy. *Jeanne Guillemin*

SC 563 Women in Politics in Latin America (F: 3)

The purpose of this course is to explore the condition of women in Latin America. We will discuss the role that women play in politics and how their lives are distinctly affected by political processes, for example, the existence of democratic regimes or military ones. Finally, we will contrast the experience of women in Latin America to that of women in the United States and Europe in order to understand broader social factors that affect gender inequality and our perceptions and attitudes about it. *Lisa Fuentes*

SC 564 Seminar on Medical Sociology (S: 3)

This seminar will focus on student research projects in the area of medical sociology.

Lynda Lytle Holmstrom

SC 577 Desire In Narrative (S: 3)

This seminar will explore the challenge of post-structuralism for sociological theory and practice. A critical reading of texts by George Bastaille, Claude Levi-Strauss, Roland Barthes, Michael Foucault, Jacques Lucan, Julia Kristeva, Jacques Derrida, Gaytri Spivak and Jane Gallop. Particular attention to the deconstructive implications of post-structuralism for Marxism, feminism, psychoanalysis, sociological surrealism and the "decentered subject" of post-modernism and post-colonial discourse.

Stephen A. Pfohl

SC 578 Corporate Responsibility and Social Policy (S: 3)

Contemporary capitalism is in crisis as a result of the general lack of social responsiveness on the part of corporate executives, shareholders, investors, and other economic constituencies. In response, movements have arisen in recent decades to respond to this crisis, including: socially responsive investing, shareholder and consumer action, and corporate training in ethics. This seminar, through shared readings and discussions, will consider the ways in which these movements are responding to the crisis in capitalism. We will consider alternative and more productive forms of economic and business conduct. The seminar is open to graduate students and advanced undergraduates, and it will be of special interest to those entering the business world after graduation. The major requirement is a paper, the preparation of which will be shared with other seminar participants. *Ritchie P. Lowry*

SC 582 The Transition to Socialism (S: 3)

The purpose of this course is to review the major theoretical and conceptual issues of the transition from capitalism to socialism. It does so mainly but not exclusively within the neo-Marxist framework. Although based on the fundamental insights of Marx, the neo- or critical-Marxist perspective incorporates both the historical developments in capitalism and socialism since Marx's time and the theoretical debates within non-dogmatic Marxist theory.

Paul G. Schervish

SC 590 Politics, Class & Patterns of Development in Latin America (S: 3)

This course compares patterns of economic and political transformation and the nature of middle class politics in Argentina, Brazil, and Mexico. We will explore the interaction among key social actors, the political system, and the economic sphere within an historical perspective. Our primary focus will be on examining the contrasting political experiences of sectors of the middle class in these societies. The course is organized around four main themes: (1) the general theories of development and the general problematic of the state in late developing and dependent societies; (2) theses of debate on the middle class and their applicability to the Latin American reality; (3) social class and politics; and, (4) historical transformation of the middle class in a comparative perspective. *Lisa Fuentes*

SC 648 (MB 648) Management of Technology

See course description under School of Management

Frank Dubinskas

SC 702 Introduction to Statistics and Data Analysis (F: 3)

This course will introduce the student to the basic statistical concepts used in social research: centrality and dispersion, correlation and association, probability and hypothesis testing, as well as provide an introduction to the B.C. computer system and the SPSSX data analysis package. There are no prerequisites.

Michael A. Malec

SC 703 Multivariate Statistics II (S: 3)

This is a graduate level statistics course in which the focus is on techniques related to cross-sectional regression analysis. It assumes a knowledge of the information in our basic undergraduate statistics course SC 200, including a knowledge of SPSSX and the use of the B.C. computer system. We cover data transformations, analysis of residuals and outliers, path analysis, covariance analysis, interaction, quadratic regression, dummy variables, and stepwise regression (including various criteria for adding and removing variables). We analyze plots of residuals. Also covered are n-way anova, multiple classification analysis, discriminant analysis, factor analysis, and reliability analysis. The focus of this course is on applied data analysis, not the mathematical foundations of the statistical procedures being used.

John B. Williamson

SC 710 Advanced Research Methods (F: 3)

This course presents the wide range of alternative data collection techniques available to the social researcher. Among those considered: survey methods and observational field research, intensive interviewing, experimentation, historical research, content and aggregate data analysis, and action research. Attention is

given to comparisons among these alternative methods and to an assessment of the relative strengths and limitations of each. We consider problem formulation, measurement, reliability, validity, sampling, and the ethical dilemmas.

Paul S. Gray

SC 715 Sociological Theory Pro-Seminar I (F: 3)

The purpose of this course is to examine the works of the leading classical theorists. Both their substantive concerns with the character of modern society and their epistemological strategies for studying social reality will be examined. Assignments will emphasize the readings in original sources, with primary concentration on the works of Marx, Weber, and Durkheim.

Eve Spangler

SC 716 Proseminar: Sociological Theory II (S: 3)

SC 736 Introduction to Social Economy I (F: 3)

This course will provide a *year long* introduction to the field of social economy for entering students in the SESJ program. It is intended to introduce students to a broad theoretical overview of the field, including both macro and micro levels of analysis. Central concepts of the social economy paradigm, including self-governance, self-management, industrial democracy and social planning will be discussed, as well as major substantive topic areas including organizational democracy, worker control of the labor process, employee ownership, corporate social responsibility, industrial policy, social federations, social investment and national social planning. The course will include introductions to and presentations by members of the SESJ faculty, and study of the major social economy texts.

Charles Derber

SC 737 Introduction to Social Economy II (S: 3)

This is the second semester of a year-long introduction to the field of social economy for entering students in the SESP program.

Severyn Bruyn

SC 749 Organizational Theory I (S: 3)

This course will provide students with a thorough grounding in the social science literature on organizations and allow them to gain an understanding of the historical development of the field. It will also acquaint students with a variety of core issues in the study of organizations. Readings will be organized historically, and will cover most of the classics in organizational studies. This will enable students to understand the shifts in emphasis from workers to managers, from organizational processes to outputs, from studies of single organizations to organizations within their environments, networks, and finally, to populations of organizations.

Diane Vaughan

SC 751 Quest for Social Justice (S: 3)

The seminar will focus on purposeful efforts by organized groups and social movements to bring about social and political change. It is geared toward problems and issues faced by such groups: (a) diagnosing the opportunities and constraints provided by the system in which they are operating; (b) analyzing the problems of mobilizing potential supporters and influencing targets of change; and (c) dealing with the efforts of antagonists to control them. The seminar will attempt to provide a coherent analytic framework and a set of

concepts for understanding efforts at social change. On many issues, there are competing views and, in such cases, we will examine the theoretical controversies and the relative usefulness of different approaches.

William A. Gamson

SC 799 Reading and Research (F, S: 3)

Independent research on a topic mutually agreed upon by the student and professor. Professor's written consent must be obtained prior to registration.

The Department

SC 801 Thesis Seminar (F: 3-S: 3)

By arrangement

The Department

SC 802 Thesis Direction (F: 0-S: 0)

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

By arrangement

The Department

SC 888 Master's Interim Study (F: 0-S: 0)

For those students who have not yet passed the Masters Comprehensive but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive. The registration fee plus the activity fee are the only payments required.

The Department

SC 900 Teaching Apprenticeship (F, S: 3)

By arrangement

John Williamson

SC 901 Research Apprenticeship (F, S: 3)

By arrangement

The Department

SC 998 Doctoral Comprehensive (F: 0-S: 0)

For students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive. The registration fee plus the activity fee are the only payments required.

SC 999 Doctoral Continuation (F: 0-S: 0)

All students who have been admitted to candidacy for the Ph.D. degree are required to register, and pay the fee, for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of the university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit.

Theology

Faculty

Professor Stephen F. Brown, A.B., St. Bonaventure University; A.M., Franciscan Institute; Ph.L., Ph.D., Université de Louvain

Professor Robert Daly, S.J., Chairperson of the Department A.B., A.M., Boston College; A.M., Catholic University; Dr. Theol., University of Wurzburg

Professor Harvey Egan, S.J., B.S., Worcester Polytechnic Institute; A.M., Boston College; Th.M., Woodstock College; Dr. Theol., University of Munster (Germany)

Gasson Professor Joseph A. Fitzmyer, S.J., A.B., A.M., Loyola University; S.T.L., Faculté St.-Albert de Louvain, Belgium; Ph.D., Johns Hopkins University; S.S.L., Pontifical Biblical Institute, Rome

Professor Ernest L. Fortin, A.A., A.B., Assumption College; S.T.L., University of St. Thomas, Rome; Licentiate, University of Paris; Doctorate, University of Paris

Adjunct Professor Margaret Gorman, R.S.C.J. B.A., Trinity College; M.A., Fordham University; Ph.D., Catholic University

Professor Philip J. King, A.B., St. John Seminary College; S.T.B., St. John Seminary School of Theology; S.T.L., Catholic University of America; S.S.L., Pontifical Biblical Institute; S.T.D., Pontifical Lateran University

Professor William W. Meissner, S.J., University Professor of Psychoanalysis, B.A. (m.c.l.), M.A., St. Louis University; S.T.L., Woodstock College; M.D. (c.l.), Harvard University

Adjunct Professor Sebastian Moore, O.S.B. S.T.D., Saint Anselmo, Rome

Professor Pheme Perkins, A.B., St. John's College; A.M., Ph.D., Harvard University

Associate Professor Mary Boys, S.N.J.M., A.B., Fort Wright College; M.A., Columbia University; Ed.D., Columbia University

Associate Professor Lisa Sowle Cahill, A.B., University of Santa Clara; A.M., Ph.D., University of Chicago

Associate Professor Mary F. Daly, A.B., College of St. Rose in Albany; A.M., Catholic University; S.T.L., S.T.D., Ph.D., University of Fribourg

Associate Professor J. Cheryl Exum, A.B., Wake Forest University; A.M., M.Phil., Ph.D., Columbia University

Associate Professor Rev. Thomas H. Groome, A.B., St. Patrick's College, Ireland; A.M., Fordham University; Ed.D., Columbia Teachers College

Associate Professor Charles C. Hefling, A.B., Harvard College, B.D., Th.D., The Divinity School Harvard University; Ph.D., Boston College

Associate Professor Robert P. Imbelli, Director of Institute of Religious Education and Pastoral Ministry; B.A., Fordham University; S.T.L., Gregorian University, Rome; M. Phil., Ph.D., Yale University

Associate Professor Matthew L. Lamb, B.A., Scholasticate of Holy Spirit Monastery; S.T.L., Pontifical Gregorian University; Dr. Theol., State University of Munster

Associate Professor Frederick Lawrence, A.B., St. John's College; D.Th., University of Basel

Adjunct Associate Professor Claire Lowery, A.B., University of San Diego; M.Div., D.Min., Andover Newton Theological School

Associate Professor H. John McDargh, A.B., Emory University; Ph.D. Harvard University

Associate Professor David Neiman, A.B., A.M., University of Chicago; Ph.D., Dropsie College for Hebrew Learning

Associate Professor Rev. James A. O'Donohoe, A.B., Boston College; J.C.D., Catholic University of Louvain

Associate Professor Anthony Saldarini, A.B., A.M., Boston College; Ph.L., Weston College; A.M., Ph.D., Yale University

Associate Professor Margaret Amy Schatkin, A.B., Queens College; A.M., Ph.D., Fordham University; Th.D., Princeton Theological Seminary

Adjunct Associate Professor Francis P. Sullivan, S.J. A.B., A.M., S.T.L., Boston College; S.T.D., Institut Catholique de Paris

Associate Professor Thomas E. Wangler, B.S., LeMoyné College; M.A., Ph.D., Marquette University

Associate Professor James M. Weiss, A.B., Loyola University of Chicago; A.M., Ph.D., University of Chicago

Assistant Professor Edward R. Callahan, A.B., A.M., Boston College; S.T.L., Weston College; S.T.D., Gregorian University

Assistant Professor David F. Carroll, S.J., A.B., College of the Holy Cross; A.M., Boston College; S.T.L., Weston College

Assistant Professor Francis X. Clooney, S.J., A.B., Fordham University; M.Div., Weston School of Theology; Ph.D., University of Chicago

Assistant Professor Miles L. Fay, S.J., A.B., A.M., Boston College; Ph.L., S.T.L., Weston College; S.T.D., University of St. Thomas Aquinas, Rome

Assistant Professor Pamela E.J. Jackson, A.B., M.Div., M.A., M.Phil., Ph.D., Yale University

Assistant Professor Ellen M. Ross, A.B., Princeton University; M.A., Ph.D., University of Chicago

Assistant Professor Louis P. Roy, O.P., B.Ph., M.A.Ph., M.A.Th., Dominican College, Ottawa; Ph.D., University of Cambridge

Assistant Professor Patrick J. Ryan, S.J., A.B., A.M., Boston College; A.M., Assumption College; S.T.L., Weston College; S.T.D., Gregorian University

Instructor Stephen J. Pope, A.B., Gonzaga University; M.A., Ph.D. (cand.), The University of Chicago Divinity School

Program Description

Boston College is one of 9 member schools of the highly successful Boston Theological Institute, a consortium which includes the Boston College Theology Department, Andover Newton Theological School, Boston University School of Theology, Episcopal Divinity School, Gordon-Conwell Theological Seminary, Harvard Divinity School, Holy Cross Greek Orthodox Seminary, St. John's Seminary and Weston School of Theology. All graduate students in any of Boston College's 6 graduate Theology and Religious Education/Pastoral Ministry programs enjoy the privileges of full cross-registration, faculty exchange programs and library facilities in the 8 other schools.

M.A. in Theology

This degree serves (1) as a stepping stone or proving ground for those who wish to move on to higher degree programs and academic careers, or (2) as an academic preparation for those moving towards various professional, religious or ministerial careers, or (3) as part of an enrichment or retooling program for those already established in such careers.

Students applying for admission to the M.A. Program in Theology should have at least a B average and a solid undergraduate Theology major or the equivalent. This means the documented and/or proven ability to do graduate-level work in Theology. Where this is found to be insufficient, supplementary work will have to be done by the student before formal entry into the 30-credit phase of the program.

GRE scores, two letters of recommendation, a statement of purpose, etc., are *required* for admission.

Candidates for the M.A. are required to complete 30 credits for the degree as follows: 15 credits must be taken in one of the four possible areas of specialization—Bible, Historical Theology, Systematic Theology, Christian Ethics; one three-credit M.A. Seminar; one general course in EACH of the three areas of theology outside of one's specialization. An M.A. thesis, with the approval of one's advisor and the Department, may substitute for 6 of the required credits. French or German reading knowledge will be tested. (Successful completion of this requirement is a prerequisite for admission to comprehensives.) Latin, Greek, Hebrew are required to the extent that they are needed in one's specialized area. Written and oral comprehensive exams are given.

M.A. in Biblical Studies

The goal of the program is to acquaint the students with the results of research into Biblical literature, history, exegesis and theology, and with the methods proper to these approaches. This program is designed for those who wish to lay a foundation for work in teaching, preaching or ministry, and for those anticipating further study in Bible or theology. Students will specialize in either Old or New Testament.

Thirty-six credits will be required for the M.A. Students will complete six courses in their testament of specialization and two in the other testament. Two courses may be devoted to any aspect of communication of the word, hermeneutics or application of the Bible to contemporary problems. A two-semester language course will be offered so that the student acquires a solid basic knowledge of either Hebrew for Old Testament or Greek for New Testament. An M.A. thesis or major paper may substitute for six of the credit requirements.

Certain summer courses in the Institute for Religious Education and Pastoral Ministry, as well as courses in the schools of the Boston Theological Institute, may be used to fulfill the credit requirements.

The student must acquire a solid basic knowledge of the original language of their testament (Hebrew or Greek). Students may prove their competence by passing a test administered by the faculty or by taking a two-semester course offered by the Department. Students must also fulfill the ordinary M.A. requirement in either French or German.

Students will be tested in three areas of the Bible: history, literature and theology. Examinations will be both written and oral. Students may arrange to write an M.A. thesis or to do a major research paper as part of the examinations.

The Theology Department also cooperates with the Institute for the Study of Religious Education and Pastoral Ministry and the graduate Department of Education and the School

of Management in offering the Master's (M.Ed.) in Religious Education, the Certificate of Advanced Educational Specialization, the M.A. in Pastoral Ministry, and the Ph.D. in Religion and Education. See above the section: Institute of Religious Education and Pastoral Ministry.

Doctoral Program

The Department of Theology, in a Joint Graduate Program with Andover Newton Theological School, offers the Ph.D. in Theological Studies.

Areas of Specialization are: Christian Ethics, History of Christian Life and Thought, and Systematic Theology.

Specialization in Christian Ethics brings the sociology of religion and Christian social ethics together as ways of exploring and giving normative guidance to involvement of the church in culture and society. Concentration in the History of Christian Life and Thought examines historical forms of Christian faith, theology and doctrine, behavior, ritual, and institutional development, as well as the problems connected with a theology of history. The area of Systematic Theology is the contemporary intellectual reflection on the Christian mysteries as an interrelated whole. A minor in Biblical studies is also offered.

Among the more distinctive features of this program are:

1. The Graduate Colloquia. These bring together in a regular seminar students from all areas of specialization with faculty members from the various fields in order to study basic works of the theological tradition, and develop research abilities in the areas of major and minor specializations.
2. The Faculty/Student Seminar which brings faculty and students together for a panel/seminar in which faculty members from different fields of specialization present their views on a topic that has interdisciplinary ramifications.
3. A dissertation option which allows the student to present three publishable articles in place of the normal dissertation in classical format.

The combination of a Protestant school of divinity and a Catholic University, within the larger possibilities of the Boston Theological Institute, produces faculty and library resources very favorable for study.

LANGUAGES: The language examinations, testing the student's proficiency in reading French and German, must be passed before admission to the comprehensive examinations (usually by the beginning of second year).

Students admitted to the program will have completed the M.Div. or equivalent degree, or will have completed a bachelor's program with a strong background in religion, theology and/or philosophy.

Students are required to take six courses in their major field of concentration, two to four in their minor and two in each of the other two fields of study. Both written and oral examinations will be given in the candidates' major and minor fields of study. Candidates may write a dissertation in the classical format or submit three publishable articles, one of which would clearly reflect the major field of concentration. Each dissertation or major article will be defended by the candidate in public disputation.

Religious Education—Pastoral Ministry

See separate listing under Religious Education and Pastoral Ministry section.

Course Offerings

Level Three - Biblical

TH 340 The Israelite Monarchy (S: 3)

The books of Judges, 1 and 2 Samuel, and 1 Kings deal with a crucial period of Israelite history, a period that witnessed major political and ideological changes and that inspired some of the most dramatic and sophisticated biblical literature. The course will examine the theme of leadership as developed in the literary traditions dealing with Israel's transition from a loosely-organized tribal society under the "judges" to a united monarchy.

J. Cheryl Exum

TH 341 The Book Of Isaiah: History and Theology (F: 3)

A historical, theological, and literary survey of the whole of the Book of Isaiah. A lecture course in which discussion is encouraged. Hebrew desirable but NOT required. This is NOT a beginner's course; an introductory course is a prerequisite.

Philip J. King

TH 342 Power, Violence, and Sexual Politics in the Bible

The large body of biblical literature dealing with Israel's transition from a loosely-organized tribal society under the "judges" to a united monarchy offers some of the most sophisticated and intricate presentations of men and women, God, and their interaction. Using traditional biblical criticism and modern literary approaches, the course will explore the complex interrelationships between sex, power, and violence in selected texts from the books of Judges, 1 and 2 Samuel, and 1 Kings.

Offered Spring, 1990. *J. Cheryl Exum*

TH 356 The Psalms

A study of the Psalms, with emphasis on the current approaches to this study. Individual psalms will be treated in depth as examples of major categories of Psalms. The meaning of the Psalms for today will be a serious consideration throughout the course.

Offered Spring, 1990. *Philip J. King*

TH 357 The Pauline Tradition

A survey of Pauline thought as it developed in the letters of Paul and the later "Pauline School." Introduces the student to the social analysis of Pauline churches as well as basic theories in Pauline theology.

Offered Fall, 1989. *PHEME PERKINS*

TH 358 Johannine Community (F: 3)

This course focuses on the emergence and development of the distinctive type of Christianity found in the Johannine writings. Attention is also paid to the literary techniques used by the evangelist. Each section of the gospel is treated from three points of view: (1) background material used and edited by the writer as a key to developments within the community; (2) literary composition; (3) emergence of the peculiar religious and theological themes typical of the Johannine writings.

PHEME PERKINS

TH 362 New Testament Christology

Studies the traditions and forms of expression by which New Testament writers express the relationship between Jesus and God and its significance for the salvation of humanity. Offered Spring, 1990.

PHEME PERKINS

TH 363 Studies in Luke—Acts

This course will be devoted largely to literary analysis of the Lukan writings. A short introduction to Luke as historian and theologian will be followed by detailed studies of characterization, plot, thematic structures, point of view, closure and rhetorical patterns in this two-volume work.

Offered Spring, 1990.

John A. Darr

TH 366 The Book of Exodus

A study of the dominant themes of the Book of Exodus, with emphasis on Exodus, election and covenant. This course presupposes at least an introductory course in Hebrew Bible.

Offered Fall, 1989.

Philip J. King

TH 367 New Testament and Judaism (S: 3)

Themes, ways of thought, practices and historical events common to Judaism and Christianity will be examined in the New Testament and in major Jewish sources.

Anthony J. Saldarini

TH 378 Jesus in Story and History

A literary and historical study of Jesus of Nazareth. An extensive literary-critical analysis of the diverse portrayals of Jesus in the canonical Gospels will be followed by an examination of modern historical-critical attempts to reconstruct the historical Jesus behind literary/theological accounts.

Offered Fall, 1989.

John A. Darr

TH 389 The Parables of Jesus (F: 3)

Detailed analysis of the figurative sayings of Jesus preserved within the Synoptic Gospels. Emphasis on working with the texts themselves. Special topics: history of parable development and interpretation; historical-critical approaches to the parables; modern literary and psychological understandings of metaphor; the Jesus of the parables.

John A. Darr

TH 468 The Exercise of Power Among Holy Women (F: 3)

A survey of the leadership roles and decision-making processes of key religious women throughout western history, including new evidence from pre-history. Implications will be drawn for contemporary uses of power. Selections will include materials from the lives and writings of Antigone, Esther, Melanie the Younger, Catherine of Siena, Jane de Chantal, Anne Hutchinson, Mary Baker Eddy and Frances Perkins.

Lori Getz

TH 599 Readings & Research (F, S: 3)

The Department

Level Three - Historical

TH 396 Medieval Theological Anthropology (S: 3)

This exploration of medieval understandings of the human person will trace the development of major themes in medieval theological anthropology from the 4th to the 14th century, examining central themes such as nature and grace, sin and fall, the human as image of God and as microcosm, soul and body, freedom and Divine Providence.

Ellen M. Ross

TH 407 Erasmus and Luther: A Reformation Debate (S: 3)

This course introduces the life, thought, and fatal interaction between two champions of Renaissance learning and Reformation religion. In Erasmus of Rotterdam, we see summarized the legacy of Renaissance humanism placed in the service of Christian piety. In Martin Luther, we see the inauguration of a new age in Christianity. We shall spend half the course to study the background and thought of each thinker. The second half of the course will examine the debate between them, which still goes on in the spirituality and theology of Christians.

James M. Weiss

TH 423 (CL 320) Seminar in Latin Patrology

Prerequisite: Latin.

Seminar will be devoted to Augustine *de catechizandis rudibus*.

Offered Spring, 1990.

Margaret A. Schatkin

TH 425 (CL 323) Seminar in Greek Patrology (F: 3)

Prerequisite: Greek

A critical and philological examination, in the original, of a genre, author, problem, or period in the history of Greek patristic literature. This semester will be devoted to the study of Basil.

Also to be offered in Fall 1989; seminar will be devoted to Gregory of Nyssa.

Margaret A. Schatkin

TH 442 Religion in the United States (F: 3)

A historical survey of the religious, theological and institutional developments of the major Christian and Jewish traditions in the United States.

Thomas Wangler

TH 444 (HS 401) (F: 3)

See course description under HS 401.

Virginia Reinburg

TH 599 Readings & Research (F, S: 3)

The Department

Level Three - Ethical and Social Scientific

TH 415 (PO 665) Spinoza's Political & Religious Liberalism (S: 3)

The course will concentrate on Spinoza's *Theologico-Political Treatise*, one of the key books of early modern liberalism and the one that defined the terms in which the problem of faith and reason would henceforth be posed by most theologians and philosophers. Spinoza's short *Political Treatise* and selections from his *Ethics* will also be read. Special stress will be placed on Spinoza's justification of liberalism, both political and religious, his analysis of miracles, his novel method of biblical interpretation, and his peculiarly modern understanding of natural right.

Christopher Bruell

Ernest L. Fortin, A.A.

TH 427 Recent Roman Catholic Social Thought (F: 3)

This course will critically analyze twentieth century Roman Catholic thought regarding the moral dimensions of social, political, and economic life. Attention will be devoted to selected social thinkers, magisterial social teachings, and Latin American liberation theology. Issues treated will include theories of justice, human rights, the common good, and socio-economic development. Authors examined will

include J. Maritain, J. C. Murray, and G. Gutierrez. *Stephen Pope*

TH 428 Liberation Theology and Social Ethics (S: 3)

This course will critically examine Christian liberation theology and ethics, particularly in its Latin American, feminist, and Afro-American forms. Attention will be given equally to theological, social ethical, and methodological concerns. Topics will include the role of experience and history in Christian thought, the use of social theory in liberationist thought, the relation of religion and social transformation, the moral evaluation of revolutionary violence, the meaning and varieties of oppression. Authors examined will include G. Gutierrez, B. Harrison, and C. West. *Stephen Pope*

TH 431 (ED 632) Psychology of Adolescent Religious Development (F: 3)

The focus of the course is on developing the capacity to relate psychological and theological models of development to the data of individual lives. Although there will be an initial examination of faith development in early and middle childhood, primary attention will be given to early adolescence (13–18) and late adolescence (18–25). Among the issues that will be dealt with are the role of personal images of God for faith, the religious dimensions of sexual development in adolescence, the issue of differential moral development in men and women, the nature of faith crisis in the college years, and the problem of normativity in developmental models. *Margaret Gorman, R.S.C.J.*

TH 432 (ED 633) The Psychology of Adult Religious Development (S: 3)

This course continues the interdisciplinary analysis of TH 431/ED 632 into the nature of faith development in the human life cycle. TH 431/ED 632 is not, however, a prerequisite for this course. Focus will be on early and middle adulthood (post-college and beyond) and later life. Among the issues that will be covered are the problem of normative life pattern, the significance of ongoing conversion in the development of faith, the creation of family and community, sexuality through the adult years, and the problem of facing loss through death, divorce, separation. *H. John McDargh*

TH 529 Nietzsche & Christianity (F: 3)

Origin and nature of contemporary existential thought as seen through Nietzsche's principal works (*Zarathustra*, *Beyond Good and Evil*, *Genealogy of Morals*, *Twilight of the Idols*, *The Antichrist*). The new atheism and the notion of post-Christianity. Particular emphasis on the relation of Christianity to modern thought. This course is also of interest to students in Political Science. *Ernest L. Fortin, A.A.*

TH 553 Feminist Ethics I (F: 3)

Analysis of the emerging feminist ethos as distinct from "feminine" morality defined by sexually hierarchical society. Examination of the unholy trinity: rape, genocide, war. Special attention will be given to the problem of overcoming the unholy sacrifice of women through individual and participatory self-actualization. The course will explore the problem of redefining "power" and "politics" through the process of living "on the boundary" of patriarchal institutions. *Mary Daly*

TH 554 Feminist Ethics II (S: 3)

The course will reflect upon and be part of the process of transvaluating values in women's

consciousness and action. We will explore the problem of breaking old habits ("virtues" and "vices") instilled through patriarchal teachings and practices. We will consider specific manifestations of sexual politics in religion, language, education, the media, medicine, and law. May be taken separately from TH 553. *Mary Daly*

TH 557 A Feminist Critique of Selected Theological and Philosophical Texts I

The course will analyze and critique selected writings of Plato, Aristotle, Aquinas, and Descartes from a woman-identified perspective. Offered Fall, 1989. *Mary Daly*

TH 558 A Feminist Critique of Selected Theological and Philosophical Texts II

The course will analyze and critique selected modern and contemporary philosophical writings from a feminist perspective. Included will be works of Nietzsche, Tillich, Sartre, de Beauvoir, Arendt. May be taken separately from TH 557. Offered Spring, 1990. *Mary Daly*

TH 559 Sexual Ethics Within the Roman Catholic Tradition (S: 3)

Prerequisite: TH 284

This course will attempt to present the main lines of the Roman Catholic tradition in matters involving human sexuality. Special attention will be given to historical factors which influenced the formation of the tradition, and certain specific sexual problems will be considered from doctrinal and pastoral points of view. *James A. O'Donohoe*

TH 566 Mythic Patterns of Patriarchy (S: 3)

A study of mythic Goddess-murder (e.g., the Babylonian creation myth) and societal reenactments of such myths in the ritual atrocities in modern technocracy as well as in pretechnological societies. We will focus on the mythic and theological archetypes and other "sacred canopies" of legitimation which have justified such atrocities as Indian suttee, Chinese foot-binding, African initiation rites, European witchburning, abuses in modern medicine, animal experimentation, and the rape of the planet through nuclear and chemical contamination. *Mary Daly*

TH 589 Rebirth of Utopia (F: 3)

This course reads several modern classic utopian works for the perspectives they yield on U. S. society, rather than as blueprints for the ideal society. The interpretive method used to identify the utopian dimension of a text is as well the means of engaging that text with contemporary social questions. Lastly, the relationship between utopia and society is explored as a means of analyzing selected uses of the Kingdom of God to justify social involvement and accountability. *James Rurak*

TH 598 The Search for the Self in Religion and Psychology (F: 3)

The problem of the nature and destiny of "the self" has long engaged religious thinkers, both East and West. It has also emerged as a central theoretical and psychotherapeutic concern in convergence of psychoanalytic theory with developmental psychology. This course attempts a dialogue between spiritual traditions and psychological thinkers on the origins, formation and future of "the self." Some prior psychology and theology recommended. *H. John McDargh*

TH 599 Readings and Research (F, S: 3)

The Department

Level Three - Comparative and Systematic or Doctrinal

TH 377 Religious Themes in Gerard Manley Hopkins (S: 3)

Though requiring no previous familiarity with the poetry of this famous Jesuit convert-priest, "One of the great religious poets of all times," this course presents for discussion his theologically-based religious themes from the majesty of God to the external glory manifested by the creatural world. Influences on Hopkins by theologians and mystics like Duns Scotus, Ignatius of Loyola and Marie Lataste will be discussed. *Miles Fay, S. J.*

TH 383 India and the Christian West

Over many centuries, the Christian West has encountered India and Indian religions on various levels and with varying degrees of intensity. This encounter has both revealed and shaped European Christianity's view of itself; therefore, we can learn a great deal about Christian culture, theology, ecclesiology and missiology by attending to how Western Christians have responded to India. We will study these responses against the background of Biblical views of "unbelievers," Greek views of non-Greeks, and particularly the Indians, and medieval Christendom's view of Islam. Offered Spring, 1990. *Francis X. Clooney, S.J.*

TH 386 Good and Evil in Indian Thought

An introduction to classical Indian ethics; ideas of good and evil, justice and love, right living, freedom, the meaning of death, etc., in the context of the broader Indian notions of human nature and human destiny. Emphasis on primary sources, ancient and modern from the *Laws of Manu* and *Tirukural* to Radhakrishnan's theories. Offered Fall, 1989 *Francis X. Clooney, S.J.*

TH 387 Scripture and Revelation in the Indian Tradition: Two Texts of Devotion (S: 3)

Introduction to the sacred "books" of India through a careful reading of two texts: the Sanskrit language *Bhagavad Gita* (c.200BC) and (part of) the Tamil language *Tiruvaymoli* (c.700AD), against the background of older materials such as the Sanskrit Vedas and upanishads and the Tamil poetry of south India, and in the context of Indian notions of sacred word. Attention will be paid to the Hindu use of the two texts, to supporting notions of revelation and inspiration, and to Hindu methods of commentary. Comparative issues will be addressed, particularly the Christian understanding and treatment of the Bible. No prerequisites, but prior study of India or the Bible helpful. *Francis X. Clooney, S.J.*

TH 392 Christian Initiation: Baptism (F: 3)

The evolution of the ritual structure of Christian initiation including conversion, catechumenate, and the rites of baptism/confirmation, from New Testament evidence to contemporary practice. Analysis of the ritual structure of the RCIA (Rites of the Christian Initiation of Adults) and its theological ramifications. *Pamela Jackson*

TH 393 Christian Initiation: Eucharist (S: 3)

The emergence of Eucharistic patterns of worship from early Christian liturgies to the reforms of Vatican II. Structural analysis of, e.g.: Jewish meal prayers, NT evidence, *Didache*, *Apostolic Tradition*, *Apostolic Constitutions* and other fourth-century sources, the *Liturgy of St. John Chrysostom*, Roman sacramentaries and *ordines*, the reformed Eucharistic rites of Protestant and Catholic Reformations and Vatican II. The analysis will be based on primary source materials in translation.

Pamela Jackson

TH 398 Conversion and Grace

After a short history of the Perspectives on conversion and grace, the course will focus on three thinkers: Augustine, Aquinas and Lonergan.

Offered Fall, 1989.

Louis P. Roy, O.P.

TH 474 Six Medieval Theologians (F: 3)

This will be a study through translated texts of six major theologians: Augustine, *On Christian Doctrine*, Pseudo-Dionysius, *On the Divine Names*; Abelard, *Scito Te Ipsum*; Anselm, *Cur Deus Homo*; Bonaventure, *Journey of the Mind to God*; and Thomas Aquinas, *Exposition on Boethius' De Trinitate*.

Stephen F. Brown

TH 490 Religious Experience and Faith (S: 3)

The purpose of this course is to compare the modern Roman Catholic conception of faith with other views found in the Bible, Thomas Aquinas, Schleiermacher, Buber and Lonergan. We will ask whether a stress on religious experience is compatible with a complete respect for objective truth.

Louis P. Roy, O.P.

TH 493 Christian Worship: A Systematic Theology of Worship (F: 3)

A systematic view of the "what" and the "why" of the many forms of Christian communal worship as background for interpreting the origin, mystery and value of its chief forms; featuring enduring insights from the traditions of East and West as well as of the 16th century Reformation churches; special attention to 20th century ecclesiastical studies and human sciences.

Edward J. Kilmartin, S.J.

TH 497 Intersubjectivity and the Knowledge of God

From interhuman encounter and self-knowledge to the knowledge we can have of God. Personalist insights from Macmurray, Buber, Lonergan, Moore and Aquinas.

Offered Spring, 1990.

Louis P. Roy, O.P.

TH 498 Theology of Christian Mysticism (F: 3)

This course focuses upon the essence of Christian mysticism as a way of life involving the person's purification by, illumination by, and eventual union with the God of love and truth. The stages of mystical ascent, secondary mystical phenomena (visions, etc.), and conflicting psychological, philosophical, and theological views will be presented.

Harvey D. Egan, S.J.

TH 499 The Mystical Spirituality of Karl Rahner (S: 3)

Karl Rahner has been called a father of the twentieth-century Church. This course will focus upon the devotional and spiritual writings of this great theologian. Lacking the ponderous and difficult Germanic form and style of his well-known theological works, these lucid and theopoetical writings still explicate Rah-

ner's powerful Christian synthesis, elucidate the major truths and insights of the Christian faith, show how theology must flow from and back into prayer, and provide the foundations for a contemporary Christian spirituality and mysticism.

Harvey D. Egan, S.J.

TH 502 Experience of Spirit in Christ and Church (S: 3)

An exploration of the theological identity of Christ and Church from the perspective of the Christian experience of Holy Spirit. Studies of New Testament Christology and Ecclesiology and consideration of contemporary developments and issues are directed towards the articulation of a comprehensive model of Christ and Church.

Robert Imbelli

TH 503 On the Incarnation

The "basics" of Christology: the classical doctrines and their systematization; modern challenges and the possibilities for contemporary restatement.

Offered Fall, 1989.

Charles Hefling

TH 511 On the Redemption

The "basics" of soteriology: how the life, death, and rising of Jesus the Christ effect "salvation." Continues TH 503, but may be taken separately.

Offered Spring, 1990.

Charles Hefling

TH 576 Aquinas' Treatise on God (F: 3)

This course will concentrate on the works of Thomas Aquinas which deal with the One God. Advanced undergraduates will be admitted, but only by permission. Although useful, knowledge of Latin will not be required; occasionally, however, reference will be made to technical or significant Latin words.

The God one finds in the writings of Aquinas is the fullness of Existence and, because of that, eternal, immutable, impassible, without any real relation to the created world, etc. Such attributes have often been misrepresented. Therefore, one of the aims of this course is to achieve as best an interpretation of Aquinas' intentions as one can, by coming to grips with what he actually said, and by situating it in its own context. His thinking will be set against the backdrop of his use and transformation of some Aristotelian concepts. The inner logic and dialectic of questions 2 through 26 of the *Summa Theologiae* will be examined. Several excerpts from other writings by Aquinas will also be studied.

Louis P. Roy, O.P.

TH 582 Foundational Theology (S: 3)

There is much discussion and debate on foundationalism and anti-foundationalism. This seminar will analyze the various positions and counterpositions on this debate, indicating how dialectics, as distinct from hermeneutics, radically transforms the basic terms and relations operative in the debate.

The Department

TH 594 Intelligence and Doctrine (F: 3)

The focus of this seminar will be an exploration of how Christian doctrines express, not an irrational or arational belief system, but efforts to rationally understand Christian revelation in Christian worship and witness. Special emphasis will be given to how genuine Christian doctrine develops an understanding of truth which is liberative and non-dominative, thereby clearly distinguishing authority from authoritarianism. Such an approach to truth also counteracts the modern dichotomy between truth and value, indicating how doctrines should inform ways of living which

counteract the irrationalities of human history, e.g., the oppressions of empires and superpowers, the horrors of holocaust and genocide.

Matthew L. Lamb

TH 599 Readings and Research (F, S: 3)

The Department

Graduate**TH 434 Theology and Psychology of Relationship (F: 3)**

See course description under Institute of Religious Education and Pastoral Ministry.

Claire Lowery

TH 501 The Trinity and Human Transformation (F: 3)

This course offers a graduate-level introduction to the contemporary context of theology, and presents an approach to the theological task that draws upon the exploration by Rahner and Lonergan of the human quest for authenticity. This quest is met by the gracious revelation of God in Jesus Christ who calls the human, both as person and as community, to ongoing transformation.

The course will consider the content of Christian faith in the triune God and the way of discipleship which it inspires; and will examine some implications of that faith for spirituality and ministry. (No prior familiarity with Rahner or Lonergan required.)

Robert Imbelli

TH 606 (ED 836) The Theologian and Minister As Teacher (F: 3)

What shape does "education for a 'critical' faith" take in practice? This course is offered for graduate students in theology, religious education and pastoral ministry who see teaching as part of their life's work, and who desire to deepen their theoretical and practical foundations. Participants will learn a range of teaching strategies, and practice developing skills in the use of each strategy. Actual laboratory experience will be supplemented by discussion of the philosophical and theological issues involved in teaching and learning.

Mary C. Boys

ED 636 Biblical Spiritualities for the Educational Ministry (F: 3)

Scripture challenges, nurtures and forms believers, and this course explores the diverse ways in which the Bible inspires those who teach and preach it. At the heart of this course are two questions: 1) How might we make the Bible's richness accessible to those concerned about the "spiritual life" even as we respect the complexity of both Scripture and spirituality? 2) How might we make transparent the educational dynamic involved in moving from a knowledge of the biblical text to that knowledge which the text fosters?

Mary C. Boys

TH 717 (ED 635) The Education of Christians: Past, Present and Future (S: 3)

An historical investigation of perennial and contemporary issues in the ministry of Christian religious education. The present is reflected upon in light of a critically reclaimed history of various epochs and movements in the history of the Church's educational ministry. This course closely parallels the history of theology and general education, and while focused on the history of religious education, it is also of interest to ministry in general.

Thomas H. Groome

ED 735 Traditions of Religion and Education (S: 3)

An inquiry into the most significant and foundational questions of educating in faith. The course is constructed on an analytic framework that examines four "classic expressions" and their contemporary modifications, identifies certain new developments and directions, and proposes an integrative theory of religious education. Special sessions will be available to those preparing for comprehensive examinations and for those with particular interests.

Mary C. Boys

TH 800 (ED 538) Catholic Social Teaching and Its Implications for Christian Education and Ministry (F: 3)

See course description under Institute of Religious Education & Pastoral Ministry.

Paul E. Carrier, S.J.

TH 805 Sin (S: 3)

How does the doctrine of sin relate to theological ethics in the work of 20th century authors: possibly Reinhold Niebuhr, Barth, K. Rahner, J. Fuchs, Liberation Theologies, H. Arendt, M. Midgley.

Lisa Sowle Cahill

TH 808 Soundings in Systematics (F: 3)

An advanced graduate course that will explore the basic doctrines of the classical creeds, together with foundational and methodological issues pertinent to theological discussion in the contemporary context. The format of course meetings will alternate. *Plenary Sessions* will center on discussion, among all ten faculty participants, of a topic presented by one of them. The conversation initiated at each of these meetings will continue at the subsequent meeting, a discussion session in which students, the faculty member whose presentation was considered at the preceding plenary session, and other faculty will take part.

SOUNDINGS is open to graduate students in their second and later years; others may enroll only with the permission of the Department Chairperson.

Stephen F. Brown

Francis X. Clooney, S.J.

Robert J. Daly, S.J.

Robert Imbelli

Pamela Jackson

Matthew Lamb

Frederick Lawrence

Ellen Ross

Louis P. Roy, O.P.

TH 809 "Experience" and Theological Ethics (F: 3)

This course will address the problem of appeals to "experience" in theological ethics. Authors may include Augustine, Edwards, William James, Ignatius, H. R. Niebuhr, John C. Murray, J. Gustafson, and theologies of liberation.

TH 815 (HS 315) Christians and Jews under Islam (S: 3)

See course description under History Department listing.

Benjamin Braude

TH 816 (ED 539) Christian Ministry: Education for the Kingdom (F: 3)

This course examines the foundational questions that Christian religious educators ought to answer regarding their ministry for the Reign of God. These questions are explored in conjunction with other forms and functions of ministry.

Thomas H. Groome

TH 820 Paul: To the Romans (S: 3)

This course is devoted to a thorough analysis of Paul's Epistle to the Romans, concentrating on the major exegetical problems and theological themes in the Epistle, including the gospel; justification by grace through faith; reconciliation; freedom from sin, self, and the law; life in the Spirit; role of Israel; and demands of Christian living. It will also explain the contribution of Romans to later theology.

Joseph A. Fitzmyer, S.J.

TH 822 Acts of the Apostles (F: 3)

A graduate lecture course dealing with the exegetical problems and themes of Lucan theology that are found in the narratives and speeches of the Acts of the Apostles. ACTS will be analyzed passage-by-passage to bring out its contribution to the history of the early church, but above all, its relation to the Lucan Gospel and the Lucan view of the Christ-event. The course is intended as a sequel to TH 821 (The Gospel According to Luke), but that is not a prerequisite.

Joseph A. Fitzmyer, S.J.

TH 826 Introduction To The Old Testament (Graduate) (F: 3)

An introduction to the history, religion, and literature of ancient Israel. The course will combine lecture and discussion with discussion sessions aimed particularly at acquainting students with the methodological approaches current in biblical scholarship.

J. Cheryl Exum

TH 827 Introduction to New Testament (Graduate) (S: 3)

An introduction to the historical and literary-critical study of the New Testament. Special attention to the issues of unity and diversity within early Christian thought and the relevance of scripture for modern faith. Historical, sociological, and literary methods will be introduced, evaluated, and applied to a variety of canonical texts.

John A. Darr

TH 840 Lonergan's Economics (S: 3)

This course will concentrate on the study of Lonergan's economics manuscript on circulation analysis, and situate the good of order as economic within the overall framework of the human good.

Patrick Byrne

Frederick Lawrence

TH 852 Eucharistic Doctrine and Practice (F: 3)

I. Background lectures (instructor) highlighting (a) characteristic features (with slides) of the history and theology of eucharistic practice up through the medieval, Byzantine and Latin traditions; (b) reformation controversy and its continued relevance; c) modern renewal attempts. II. Required written research reports (students) for class discussion based on ecumenical dialogue documents.

Edward J. Kilmartin S.J.

TH 877 Psychoanalysis and Ethics (F: 3)

Discussion of the origins and development of superego, ego-ideal, and value systems as a basis for exploring the potential contribution of psychoanalysis to ethics.

Robert Cooper

William W. Meissner, S.J.

TH 878 Dostoevski

A study of primary characters in the major novels from a psychoanalytic perspective. Offered Fall, 1989.

William W. Meissner, S.J.

TH 899 Readings and Research (F,S: 3)

The Department

TH 983 Advanced Graduate Colloquium (F: 3)

For *second-year* doctoral students in residency.

Frederick Lawrence

TH 990 Graduate Research Colloquium (F: 3)

For first-year doctoral students in residency.

Frederick Lawrence

TH 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. This registration entitles them to use of the university facilities (libraries, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit.

Joint Graduate Faculty

Institute Courses

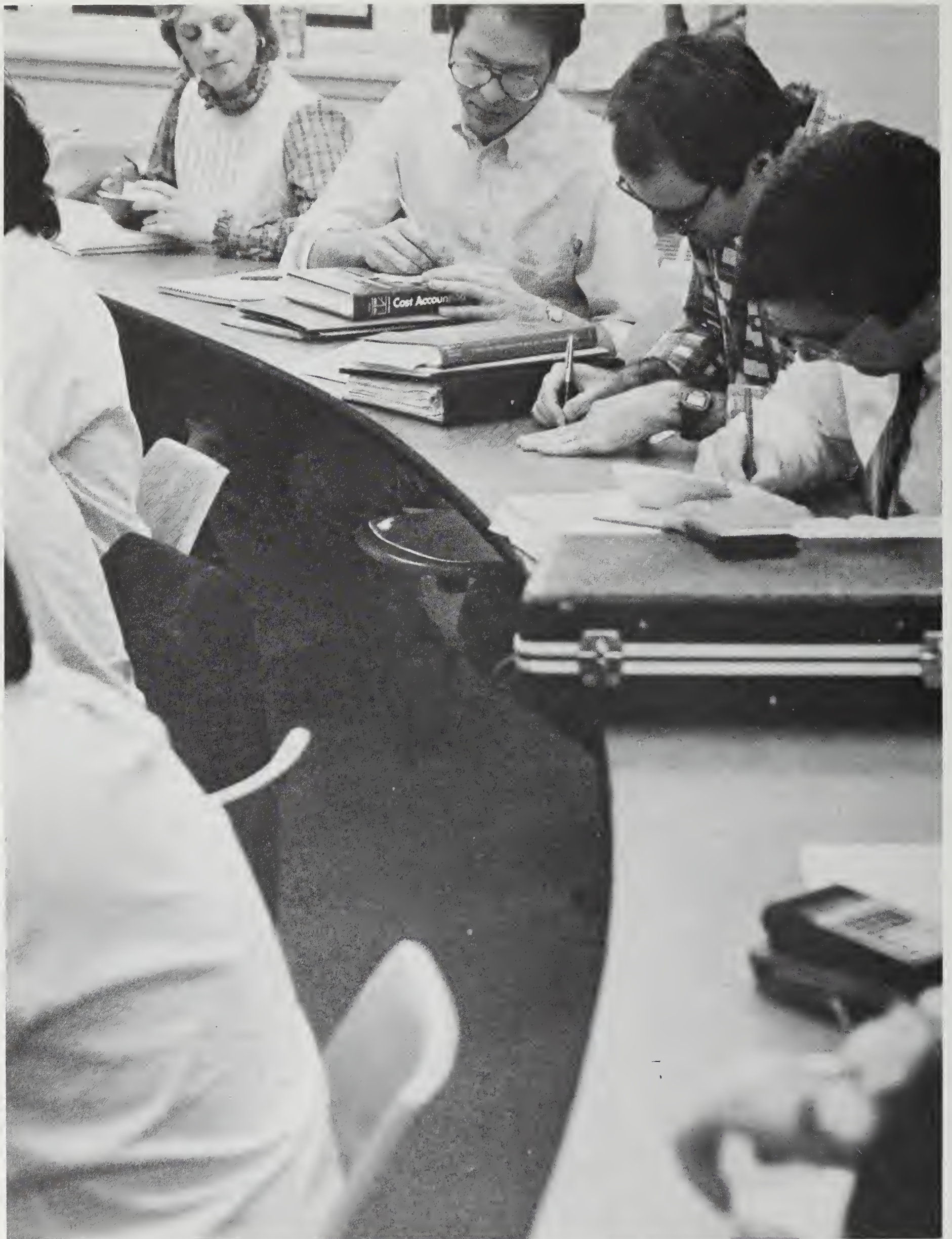
See Institute of Religious Education and Pastoral Ministry section.

University Courses

The courses listed below are interdisciplinary courses taught by William Meissner, S.J., the University Professor of Psychoanalysis. These courses are of interest to graduate students in various disciplines; please refer to the Theology section of this catalog for course descriptions.

UN 877 (ED 877) (TH 877) Psychoanalysis and Ethics (F: 3)

William W. Meissner, S.J.



Graduate School of Management

The MBA Program

The MBA program provides mature men and women with a broad professional education that prepares them for management careers in business and other sectors of society. The Boston College MBA program demands mastery of technical and analytical skills but treats these as necessary but not sufficient characteristics of effective management education. In addition, Boston College seeks to cultivate in the men and women it selects an orientation towards responsible, inquiring action. The program emphasizes development of action skills necessary to implement decisions and to learn from experience on a continuing basis, as well as an appreciation of human values and the importance of ethical behavior in management. The integration of concerns for technical competence, action effectiveness, and ethical values helps to define the distinctive character of the Boston College MBA program.

M.S. in Finance

The Master of Science in Finance program offers advanced financial training designed to build upon a Bachelor's or Master's degree in Business Administration with minimal course overlap. The program will prepare candidates for application of advanced financial theory and practice, including current quantitative frameworks in financial analysis as they apply to a wide range of complex financial management problems. Candidates for the M.S. in Finance typically will have an undergraduate or graduate degree in management. While the ideal candidate has had at least two courses in Finance, consideration will be given to advanced work in accounting or economics. Applicants' quantitative skills will be weighted heavily in the admission decision.

The M.S. in Finance program is comprised of eight required and two elective courses, each worth three credits. This ten-course schedule is designed for completion in two years of part-time study, including one summer, or one year of full-time study.

Ph.D. in Management with a Concentration in Finance

Beginning in September 1989, Boston College will offer a Ph.D. in Management with a concentration in Finance. Beyond providing students with a solid training in financial theory and quantitative research methods, the program is designed to give students the conceptual foundation, motivation, and academic skills necessary to excel in scholarly research and teaching.

Joint J.D.-MBA Program

The Graduate School of Management and the Law School at Boston College have a joint J.D.-MBA Program. Students in the program must be independently admitted to both schools. Credit for one semester's courses in the MBA program is given towards the J.D. degree, and, similarly, credit for one semester's courses in

the Law School is given towards the MBA degree. Both degrees can thus be obtained within four academic years, rather than the five required for completing the two degrees separately. Joint J.D.-MBA degree candidates are billed at the Law School tuition rate for their first year at the Law School and at the GSOM rate for their first year in the MBA program. They are billed at the Law School rate for their final two years of the program (during which time they take the equivalent of three semesters' work at the Law School and the equivalent of one semester at GSOM). Students interested can obtain detailed information from the respective Associate Dean's offices.

M.S. in Computer Science

The Master of Science in Computer Science program provides advanced coursework in computer software, hardware, systems, and theory for students who wish to deepen their understanding of computers and sharpen their analytic skills; students are prepared for careers in fields such as software engineering, information systems, applied artificial intelligence, or for further study at the Ph.D. level.

The M.S. in Computer Science program requires four core courses and six electives; students may elect to do a thesis in lieu of two elective courses. The required core courses are software engineering, automata and computability, principles of programming languages, and computer architecture. A course in digital systems may be taken in place of computer architecture, or it may be taken as an elective.

Computer Science electives include operating systems, database systems, compilers, artificial intelligence, expert systems, robotics, computer networks, advanced algorithms, theory of computation, ethical computer use, digital systems laboratory, computer graphics, Prolog, and microcomputer systems. Students may select two information systems electives from courses including management information systems, decision support systems, fourth generation programming languages, and strategic information technology.

The M.S. in Computer Science program is a part-time evening program taught primarily by the full-time faculty of Boston College. It is intended for persons working in the Boston area high-technology and business communities. Part-time students can complete the program in 2-1/2 years by taking courses two evenings per week during the academic year. Some students choose to pursue the program full time; limited assistantship opportunities are available.

Although students are not expected to have a Bachelor's degree in Computer Science, they must fulfill a number of prerequisite courses including structured programming, data structures, assembly language, discrete mathematics, and algorithms. Students who have not fulfilled all these prerequisites are encouraged to apply; qualified students will be accepted conditionally and they must then complete satisfactorily any remaining prerequisite courses before beginning the M.S. in Computer Science core course.

A separate brochure is available that describes the prerequisites and the program requirements in detail.

Joint MSW-MBA Program

The Graduate School of Management and the Graduate School of Social Work have a joint MSW-MBA Program. Students in the program must be independently admitted to both schools. Credit for one semester's courses in the MBA program is given toward the MSW degree, and, similarly, credit for one semester's courses in the MSW program is given toward the MBA degree. Both degrees can thus be obtained within three academic years, rather than the four required for completing the two degrees separately. Joint MSW-MBA degree candidates are billed at the G.S.S.W. rate for their first year in the MSW program and at the G.S.O.M. rate for their first year in the MBA program. They are billed course by course in their final year of the program (during which time they take the equivalent of one semester's work at each school). Students interested can obtain detailed information from the respective Dean's offices.

Joint MBA-Ph.D. in Sociology Program

The Graduate School of Management and the Department of Sociology at Boston College have a joint MBA-Ph.D. program. To enter this program, students must be independently admitted to both schools. The joint degree program requires approximately one year less course work than the two degrees taken separately. Joint degree candidates complete 42 credits at G.S.O.M. rates and 35 credits and a doctoral dissertation in the Department of Sociology. Interested candidates can obtain more detailed information from the Associate Dean's office.

Semester in Spain

Boston College maintains an international student exchange program with Icade University in Madrid, Spain. Students selected to participate in the program spend the fall semester of the second year at the Madrid campus. They may also spend the preceding summer in Spain in an intensive language instruction program. Students who successfully complete the program abroad receive credit for four courses. Full tuition remission is provided.

Special Study

In some instances, students may wish to pursue specific areas which are not included in the regular program of study. In the second half of the program, therefore, there are options available to meet this need:

1. *Thesis Option:* The thesis program provides an opportunity for the student to work independently on a specific problem of his or her choice: (a) selecting and defining the problem; (b) gathering, organizing, and evaluating the information; (c) interpreting the results and reaching sound conclusions; (d) preparing clear, logical written presentations; and (e) defending his or her position in an oral examination. It is significant to point out that this research approach, wherein the student performs largely on his or her own initiative, closely parallels the kind of responsible assignment given to professional managers.
2. *Independent Study Project:* A student may propose to a faculty member an independent study project, the satisfactory comple-

tion of which will substitute for elective credits in the second level of the curriculum.

To qualify for an independent study project, the student must submit a written proposal for the endorsement of the faculty member and Associate Dean of the Graduate Division.

3. *Research Teams:* On occasion, students may be selected to work on research teams under the direction of experienced faculty researchers. In such cases, the student gains the added advantage of formal research direction and close working relationships with faculty members who are actively engaged in substantive research endeavors.

Teaching Methods

The quality of an educational program is reflected not only in the soundness of its curriculum but also in the effectiveness of its teaching methods. The MBA program does not identify one method of teaching as the most effective medium for graduate instruction. Course content and individual teaching styles are important factors which suggest the use of several different teaching methods. In this regard, we recognize the privilege and the deep responsibility of the individual professor to choose his or her own method of instruction: seminar, case method, simulation, lecture plus group discussion, work groups, or whatever combination of methods he or she considers most effective for his or her course.

Generally speaking, course work will involve considerable analysis and discussion of business problems. Student effort in courses will involve both substantial pre-class preparation and active participation in class discussions. At the graduate level, a student is capable of reading and understanding most of the text material without instructional guidance. Class time, therefore, is concerned with the application of the text material to specific business problems, rather than a review of textbook assignments. As a result, academic performance is measured not so much on memory-based examinations but on the student's demonstrated ability through businesslike reports, class discussion, and oral presentations to apply his or her knowledge to the solution of business problems.

While individual business problems, cases and examples are used as a means of providing active student participation in the learning process, it is important to note that our objective is not to teach specific problem solutions, but rather to develop in the student a growing awareness of the broader principles of managerial problem-solving and decision-making. In this regard, the student should realize that he or she will seldom be confronted with the same problem that he or she has studied but will most assuredly be confronted with a continuing series of changing management problems and decisions. It behooves the student, therefore, to think of his or her preparation in terms of the development of a sound approach to problem-solving and decision-making as opposed to the learning of specific problem solutions.

MBA Program Options

The full-time option is a two-year program, comprising fifty-four credits. Thirty credits are earned during the first year in the core curriculum required of all students. The remaining

twenty-four credits (eight semester courses) are earned during the second year. Six of these eight courses are open to the student's election, with most students choosing to concentrate four of their electives in an area of specialization such as marketing or finance (see Elective Offerings and Concentrations). The final two courses in Strategic Management and Problems in Administration and Changing Environments are required of all students and serve to integrate the program as a whole.

The part-time program is generally completed in three and a half or four years and comprises fifty-four credits. In the part-time option, students generally attend classes two evenings a week and often take a course during the summer session. Their program is identical to that for full-time students—the Core Curriculum followed by six electives and the two capstone courses in Strategic Management and Problems in Administration and Changing Environments.

The program is designed for people with: broad liberal arts backgrounds; engineering, mathematical and scientific educations; education, nursing and business undergraduate degrees.

The program is also designed to be of interest to students who already hold relevant graduate degrees in fields other than management. For Ph.D. and J.D. degrees as many as twelve advanced standing credits may be offered. For Master's degrees as many as six advanced standing credits may be offered.

Accreditation

The Boston College MBA Program is fully accredited by the American Assembly of Collegiate Schools of Business and is designed both for students who wish to pursue their program of studies on a full-time basis and for those who wish to study on a part-time basis.

The courses described in the following section fulfill core requirements for all students entering Fall 1980 and thereafter. Continuing students are expected to fulfill the core requirements that existed upon their entry into the MBA program.

The Core Curriculum

The core curriculum begins with a broad introduction to the history of economic thought and business history, along with an initial forecast of future political and economic developments and a description of the organizational principles upon which this core curriculum itself is built. Throughout the MBA experience students are encouraged to treat the program itself as an organizational setting in which they and the faculty have responsibilities to enact and observe effective managerial practices and criticize, humanely, ineffective practices.

For example, students will write a paper analyzing their own managerial effectiveness as members of study groups and participants in a management game. Later they will be asked to define and complete a research project. Research projects will vary widely, some focusing on quantitative problems, some on systems design, some on interpretations of the actual activities observed in a live organizational setting, and others on solving specific problems for clients in the Boston area. These projects culminate at the end of the year in awards for the most professional and significant written and oral presentations of results.

The core curriculum includes three-credit courses in Economics, Accounting, Finance, Statistics, Computing and Information Systems, Marketing, Production, International Management, and in Organizational Behavior, and Perspectives on Management. The following short descriptions introduce these courses:

Computer Information Systems

In recent years there has been a significant growth in the use of computers by managers. During the first half of this course you will learn to use the Macintosh microcomputer and its associate software, including electronic spreadsheets, graphics programs, word processing programs, and simple database systems. These programs will also be used in your other MBA courses and should prove useful throughout your management career. During the latter part of the course we will cover topics such as management information systems, office automation, and computer networks.

MC 707—Computer Information Systems

Statistics

Statistical techniques are used in many management disciplines. The statistics course will consider mathematical and statistical methods for the description and analysis of business problems. Students will learn statistical techniques such as correlation, regression, and analysis of variance.

MD 705—Statistics

3

Accounting

New management technologies and changes in the business environment during the past two decades have caused managers to look anew at the traditional function of accounting. At the outset, course work will be concerned with the development and use of accounting information to evaluate the status and performance of business enterprises. The focus will be on the use of accounting information in managerial decision-making. Also, attention will be given to the reporting of information for use by persons and institutions outside the enterprise.

MA 701—Accounting

3

Finance

Prerequisite: MA 701

This course deals primarily with the firm's investment and financing decisions. Topics treated intensively include valuation and risk, capital budgeting, financial leverage, capital structure, and working capital management. Also discussed are financial statement analysis and tools of planning and control. Some introduction is given to financial institutions and their role in supplying funds to businesses and non-profit organizations.

MF 704—Finance

3

Production

Prerequisite: MD 705

This course covers the concepts, processes, and managerial skills needed in producing goods and services. The course focuses on decisions that convert broad policy directives into specific actions within the organization and that guide the monitoring and evaluating of that activity to see that it conforms to what was

planned. The major techniques of quantitative analysis are applied to a variety of managerial decision problems. Emphasis is placed on developing formal analytic skills, especially in structured problem solving, and on recognizing both the strengths, limitations, and usefulness of management science approaches.

MD 707—Production 3

Organizational Behavior

Effective business decision-making and implementation require coordinated action on the part of many individuals within an organization structure having both formal and informal overtones. The course is designed to teach the behavioral skills necessary for individuals to become effective managers: to diagnose, implement, and change 1) individual human behavior, 2) group interaction, 3) leadership and power relations, 4) organization structure and design. The student discovers the nature of the patterns of individual, group, and organization behavior from case descriptions, organizational exercises, group discussions, and role-playing activities. Individual, group and organizational behaviors are considered from both the systems and historical perspectives.

MB 709—Organizational Behavior 3

Marketing

Prerequisites: MA 701, MB 709

This course focuses on the managerial skills, tools, and concepts required to produce a mutually satisfying exchange between consumers and providers of goods, services and ideas. The material is presented in a three-part sequence. Part one deals with understanding the market place. Part two deals with the individual parts of the marketing program such as pricing, promotion, product decisions and distribution. The third part of the course deals with overall strategy formulation and control of the marketing function. Students in this course will come to understand the critical links between marketing and the other functional areas of management.

MK 705—Marketing 3

Economics

The Economics course emphasizes the principles and relationships which form the basis for managerial decisions within the firm and projections of the economic environment outside the firm. Traditional micro-economic, macro-economic and international economic concepts are integrated by using a systems analysis approach. Application of economic theory to the solution of contemporary problems helps develop skills in taking managerial action.

MD 700—Economics and Social Choice 3

International Management

In the international management course, students will identify and analyze those factors which create the unique characteristics of the international firm. Students will also learn how to solve specific categories of international business problems and how to take advantage of international business opportunities.

Specifically, the first part of this course deals with the environment of international business. The theory of foreign trade and investment, international monetary flows and institutions,

relationships between governments and international firms, analysis of foreign cultures, problems of the developing countries and trade with communist countries are topics which will be explored.

The second part of the course will deal with entry into international business and with international investment strategy. Then the focus will turn to unique organizational issues in the international firm.

MM 708—International Management 3

Perspectives on Management

Integrating all the core courses is Perspectives on Management, a course unique to the B.C. program, which provides an historical examination of management, as well as a forum for the discussion and development of action skills and the cultivation of personal values and ethics in the art of management.

The essential questions throughout are "What constitutes effective management?" and "How can one learn to become a more effective manager?"

MH 702—Perspectives 3

The Student's Experience of the Core Program

The foregoing course descriptions already suggest that the core program, whether taken on a full-time or on a part-time basis, is an intense experience. The core program is also an integrated experience, far more coherent than the different course descriptions can suggest. One source of integration is that special sessions in the full-time program and in the part-time program are reserved for integrative events and exercises. A second source of integration will be regular student study-group meetings to bring different points of view to bear on cases and theories. A third source of integration will be the management simulation and the field research projects undertaken as part of the Perspectives on Management course.

Throughout the core program, in classes and in the special integrative activities just described, students will repeatedly be put in the position of performing professionally, whether in terms of oral or written presentations or in terms of managing a group to accomplish certain tasks. Students will receive feedback about their managerial style and will be asked to experiment toward increasingly responsible and increasingly effective modes of management. The overall aim of the core curriculum is to prepare students not just to think effectively but to *act* effectively under conditions of complexity, uncertainty, and interruption.

The Required Capstone Courses in Strategic Management and Environmental Analysis

After completing the core courses, students take two integrative capstone courses in Strategic Management and Environmental Analysis during the second half of their program, along with six elective courses.

Strategic Management

The strategic management course deals with the overall general management of an organization. It stresses the role of the manager as strategist and coordinator whose function it is

to integrate the conflicting internal forces that arise from among the various organizational units while simultaneously adapting to the external pressures that originate from a changing environment. Case analysis of organizations of different types, sizes, industries, and stages of development provide the basis for determining organization strategies and policies under conditions of uncertainty and for developing the analytical, conceptual, decision-making, and human skills appropriate to the role of the general manager. The student is given ample opportunity to review different managerial philosophies and styles and the role that managerial values play in strategy formulation. In this context, one is asked to ponder what one's own answer to the How-To-Manage question will be. The courses serve as an integrating experience for the MBA Program in that they draw heavily upon and use much of the knowledge and skills developed in the core curriculum. Hence, the core is a prerequisite for the strategic management and environmental analysis courses.

MD 710—Strategic Management

Problems in Administration and Changing Environments

This course concentrates on the dynamic external environment surrounding the organization. It views the external environment from several perspectives: as a complex set of interrelated economic, legal, political, social, ecological, and cultural influences upon the organization, as a constellation of publics or constituencies (suppliers, unions, stockholders, government, local community, pressure groups, etc.) affecting the organization, or as a set of social issues (e.g., consumerism, pollution, discrimination, public disclosure, etc.) involving the organization and society. Through case analysis the student gains insight into the complicated interrelationships between the organization and its surrounding environment and learns skills useful in scanning and coping with that environment. Environmental analysis, by considering such topics as ideology and social contract, corporate power, corporate social responsibility, formulating corporate social policy, and social auditing, involves the student in designing managerial responses to deal with problems or issues posed by the social environment. In dealing with these problems and issues, both a societal and a managerial perspective is maintained. That is, society's needs, wants, and values are considered along with what should be the organizational and managerial responses. In this context, students develop awareness of the problems encountered when making decisions under conditions of value conflicts and learn about the role of the general manager as a linking pin between the organization and its environment.

MD 711—Environmental Analysis

Elective Offerings and Concentrations

Beyond the core curriculum and the two integrative capstone courses, students take six free electives of which as many as four electives can be in a selected concentration area with the balance in other areas. Concentrations are offered in the following areas: Accounting, Computer Science, Financial Management, Marketing, Organizational Studies, Operations

Management, and Strategic Management. The concentrations may include approved courses from other areas of the MBA Program as well as approved courses offered by other colleges and schools of the University. An MBA student may choose to concentrate electives in a specific area. Any student who wishes to do so may offer for consideration a package of logically interrelated subjects differing from any concentration specified—for example, in the areas of Public Management or International Management. Such a set will be accepted in satisfaction of the concentration requirement on written approval of the assigned faculty member in a concentration area which most closely relates to the student prospectus.

A thesis written by the student and approved by the faculty may be elected by the student. Once selected, it becomes a degree requirement. This includes the thesis seminar for six credits.

The elective courses available for concentrations are described in the Graduate School of Management Bulletin.

Career Services

Few MBA candidates arrive knowing exactly what careers they want to pursue. Even those who think they know where they are heading often develop new job objectives through exposure to the curriculum, to other students, faculty and opportunities made available by the Career Services Office.

The Career Services Office for the MBA program is located right in the school and is exclusively for the use of all full- and part-time students. It is a major employment and counseling resource for all students. During the first year the Career Services Office aids students in obtaining summer positions, and in the second year, in obtaining permanent employment. This office helps students market themselves and develop effective salary negotiation skills. The Career Services Office assists in the preparation of student resumes. Second-year students are often contacted directly by prospective employers who may interview students on campus or at their organization.

Other career-related activities are specific career development seminars and workshops with representatives from business, government and various non-profit agencies. The Career Services Office keeps alumni and students in touch with one another via an active Alumni Career Advisory Service which currently lists two hundred MBA Alumni as members.

Personal career counseling is available to those who seek it either through meetings with the Director of Programs and Career Services or with some faculty who maintain a very special interest in student placement. Finally part-time students are always welcome to discuss possible career changes while still in the program and are encouraged to utilize the resources and services of the program and the University.

Admission to the MBA Program

The Admissions Committee has the difficult task of selecting approximately 96 full-time and 110 part-time applicants from a pool of applications many times that number. The objective is to select people who have high poten-

tial for success as either professional managers or business entrepreneurs.

The most important tool in this selection process is the application itself because it provides the same basic information on all candidates while allowing each applicant the opportunity to present data unique to himself or herself. We are seeking candidates who are not only academically strong but who can benefit from the program and who will contribute significantly to the learning experience of their peers.

Work experience is not an absolute requirement for admission. However, full-time employment prior to enrollment strengthens many applications.

The admission decision is based on a combination of factors rather than on any one factor.

Consideration is given to a candidate's:

1. Academic record;
2. Score on the Graduate Management Admission Test;
3. Potential for leadership in business as evidenced in part- or full-time work experience, military service or community or extracurricular activities;
4. Statements on the application form concerning reasons for pursuing a professional course of study in business;
5. Letters of recommendation.

The Admissions Committee does not establish a required minimum undergraduate average for entrance into the program. However, the most recently enrolled class had an average GPA of 3.2 and a score of 570 or more on the Graduate Management Admission Test. Work experience is also regarded favorably by the Committee. The admission decision is based on an evaluation of the total application rather than upon the academic record alone.

An application fee of forty dollars should accompany the completed application forms.

Applicants may request an interview with a member of the staff of the School of Management. Personal interviews are not a required part of the admission procedure and are viewed only as an opportunity for the applicant to become better acquainted with the program rather than as a screening device in the application process. In addition, Information Seminars are held regularly for both the full- and part-time programs. These allow prospective students to meet with current students, faculty and administrators to learn more about the program.

Graduate Management Admission Test

Applicants are required to take the Graduate Management Admission Test in Business. This is an *aptitude* test and *not* a test to determine the applicant's knowledge of the business administration curriculum.

The Admissions Test is administered several times each year, usually in October, June, January and March at test centers throughout the United States.

It is the responsibility of the applicant to make arrangements for taking the test. Complete information and application forms may be obtained in person from the Office of The School of Management, Graduate Division, or by mail from the Educational Testing Service, Box 966, Princeton, New Jersey 08540. (609) 771-7330

International Students

In addition to the admissions requirements listed above, the Graduate School of Management requires all international students for whom English is not the first language or who have not graduated from an American university, to take the Test of English as a Foreign Language (TOEFL). An official score report should be sent to the Graduate School of Management, Fulton 306. Applications for the TOEFL can be obtained from TOEFL, Box 899, Princeton, New Jersey 08340 USA.

Boston College is currently unable to offer need-based financial assistance to international students enrolled in the M.B.A. program.

Admission Procedure

The application form packet may be obtained by writing or telephoning:

Director of Admissions
Graduate School of Management
Fulton 306
Boston College
Chestnut Hill, Massachusetts 02167
Telephone (617) 552-3920

Full-time students enter the MBA Program in September at the beginning of the Fall semester. Part-time students enter either in September or in January for the Spring semester. The application deadline for September admission is April 15 for full-time students and June 15 for part-time students. The application deadline for January is November 15. However, applicants for September admission are urged to apply as early as possible.

Information on Expenses

The four major items of expense are tuition, books and supplies, fees and living expenses.

1. **Tuition.** The tuition will be \$372 per semester credit hour (academic year 1988-89 figure).
2. **Books and Supplies.** The estimated cost of books and supplies is \$65.00 per course. In certain courses, laboratory fees are charged to cover the costs of special materials, cases, and computer time.
3. **Fees.** Other fees include:

Application Fee (new students only, not refundable)	\$40.00
Registration Fee (per semester)	15.00
Late Registration Fee	45.00
Certified Credits (transcript)	2.00
Grad Student Activity Fee	12.00-20.00
I.D. Card Fee	12.00
4. **Living Expenses.** Living expenses vary in individual situations. A realistic estimate is in the neighborhood of \$3,300 per semester for students living away from home.

For a full-time student living away from home, estimated annual expenses are:

Tuition (approximate, based upon 5 courses per semester)	11,160.00
Books and Supplies	650.00
Living Expenses (estimate)	6,000.00
	\$18,410.00

Payments

All tuition and fees are due and payable in full at time of registration at the beginning of each semester. All checks should be made pay-

able to: THE TRUSTEES OF BOSTON COLLEGE.

As confirmation of their intention to attend, admitted students must make a non-refundable acceptance deposit which is credited toward their tuition. The full-time student deposit is \$400, (\$200 of which is refundable if a student notifies the Admissions Office of a change of plans by August 19th); and the part-time student deposit is \$100.

Deferred Payment

Students who prefer to make payments on a monthly basis should contact the University Financial Aid Office, Lyons Hall, for details of installment loan plans available through local lending institutions. In cases of extreme hardship, students should make appointments to discuss their individual problems with representatives of the University Financial Aid Office.

Financial Aid

The School of Management has the following opportunities available for graduate student financial aid.

In all cases, recipients of financial aid are expected to fill out financial background forms for the University including: 1) the Financial Aid Form (FAF), 2) Parents' Federal Tax Form, 3) Students' Federal Tax Form, and 4) Financial Aid Transcripts from all previously attended universities.

Graduate and Research Assistantships—There are a limited number of Graduate Assistantships and scholarships available to qualified students. Graduate Assistants are assigned to academic departments for teaching, research, or administrative duties. Each spring, all applications of incoming full-time students are reviewed along with the records of second-year students to evaluate the qualifications for these assistantships.

All Assistantship awards must be reported to the University Financial Aid office and are factored into the student's total financial aid package.

Part-Time Employment—There are some opportunities for part-time employment in the University environment, including assignments as readers in courses, library assistants, administrative assistants, tutors, etc. Information on these opportunities is available through the University Financial Aid Office and through the various departments in the School of Management. Students should contact the Financial Aid Office to determine their eligibility under the Federal Work Study Program. The Career Services Office provides current listings of part-time employment opportunities in companies, service organizations, and government within the Greater Boston Metropolitan area.

Federal and State Loan Programs—Students are urged to consider various state and federal programs such as the Massachusetts Higher Education Loan Program (HELP), which is administered by local banks for the state government and the Guaranteed Insured Loan Program (GILP), which is guaranteed by the federal government and administered by local banks. The Financial Aid Office has information about these programs and about their current status.

General Information

Grading

In each graduate course in which he or she registers for graduate credit, a student will receive one of the following grades at the end of the semester: A, A-, B+, B, B-, C, W, F, or I. The high passing grade of A is awarded for course work which is distinguished. The ordinary passing grade of B is awarded for course work which is clearly satisfactory at the graduate level. The low, passing grade of C is awarded for work which is minimally acceptable at the graduate level. The failing grade of F is given for work which is unsatisfactory.

Academic credit is granted for courses in which a student receives a grade of A, A-, B+, B, B-, or C. No academic credit is granted for a course in which a student receives a grade of F. A student who receives a grade of C or less in five courses will be subject to academic review and may be required to withdraw from the Graduate Program. However, a student who receives three F's will be automatically dropped from degree candidacy.

Scholastic Average

For purposes of computing scholastic standing, numeric averages are assigned to letter grades as follows:

A: 4.0, A-: 3.7; B+: 3.3, B: 3.0, B-: 2.7, C: 2.0, F: 0. In order to graduate a student must attain an overall average of B- (2.7) or higher in course work.

Withdrawal from a Course

No grade entry and no record of courses will appear in permanent records for students who withdraw from such courses during the registration period. After the registration period but before the last three weeks of class—grades of W will be recorded. Beginning with the last three weeks of class and during the examination period—a grade of failure will be recorded and will enter into the computations of the student's average unless the Dean indicates another recording entry. This same condition applies to students who enroll and neglect to withdraw formally.

Course Completion

All required work in any course must be completed by the date set for the course examination. For adequate reasons, however, a deferment may be allowed at the discretion of the professor of the course. If such a deferment is granted, the professor will determine its length up to a maximum of four months from the end of the examination period. Deferments longer than four months may be granted only by the Dean, who will in all cases consult the professor of the course. If a deferment is granted, the student will receive a **temporary** grade of I (Incomplete), which will be changed after the above-mentioned date to any of the above grades except W.

Course Load

The minimum course load for all students is two courses per semester. The maximum course load for a graduate student employed in a full-time position is three courses per semester. In some cases, arrangements may be made through the Dean for adjustment of

course loads to meet personal problems or situations.

Time Limit

All students are expected to complete all requirements for the MBA degree within six (6) years of the initial registration. All requirements for the M.S. in Finance and M.S. in Computer Science degrees must be completed within four (4) years. Approved leaves of absence can be used to adjust this limit.

Student Leave of Absence and Reinstatement

If a student finds it necessary to interrupt his or her program of study, he or she should notify the Associate Dean's office in writing, including reasons for the requested leave of absence and anticipated date of return. If the period of interruption exceeds one semester, the student must file for reinstatement upon returning to the program. A reinstatement decision will consider the student's prior academic performance, the length of his or her absence, current admission policies and enrollment figures, and changes in the program or degree requirements that may have taken place during the period of absence.

Summer Session

The School of Management's Graduate Division provides a limited number of course offerings on an accelerated schedule during June and July. Students may take one or two courses during the summer session.

Clearance for Good Standing

Every student must be in good standing with the MBA Program and with the Treasurer's Office in order to be eligible for enrollment in course work. Each registration, therefore, will be checked to ensure that the student meets the following conditions:

Academic: Must be maintaining a satisfactory academic average;
Administrative: Must be fulfilling prescribed administrative requirements;
Financial: Must be in good standing with the Treasurer's Office.

Student Integrity

It is the purpose of the Boston College Graduate School of Management to develop the whole person. Integrity and honesty in the performance of all assignments both in the classroom and outside are essential to this purpose. A student who submits work which is not his or her own violates the principle of high standards and jeopardizes his or her right to continue at the Graduate School of Management.

Listed below are the faculty members in each department in the Graduate School of Management.

Accounting

Faculty

Associate Professor Louis Corsini, B.S.B.A., M.B.A., Boston College; Ph.D., Louisiana State University; C.P.A., Massachusetts

Associate Professor Christopher J. Flynn, A.B., Boston College; A.M., Boston University; L.L.B., Boston College

Associate Professor Ronald Pawliczek, Chairperson of the Department
B.B.A., Siena College; M.B.A., Ph.D., University of Massachusetts

Associate Professor Kenneth B. Schwartz, B.S., M.S., University of Rhode Island; Ph.D., Syracuse University

Associate Professor Frederick J. Zappala, B.S.B.A., Boston College; M.B.A., University of Pennsylvania; C.P.A., Massachusetts

Assistant Professor Jeffrey R. Cohen, B.S., Bar Ilan University; M.B.A., Columbia University; Ph.D., University of Massachusetts at Amherst; C.M.A.

Assistant Professor Stanley J. Dmohowski, B.S.B.A., Boston College; M.B.A., New York University; C.P.A., Massachusetts

Assistant Professor Christi Kay Lindblom, B.S., University of Nebraska; M.A.S., Ph.D., University of Illinois

Assistant Professor George E. Nogler, B.S., Bentley College; M.A., Assumption College; M.B.A., D.B.A., Boston University; C.P.A., Massachusetts

Assistant Professor Laurie W. Pant, B.A., College of New Rochelle; M.Ed., Emory University; M.B.A., D.B.A. (cand.), Boston University

Assistant Professor David J. Sharp, B.A., M.A., Lincoln College, Oxford University; M.Sc., University of Manchester; Ph.D. Massachusetts Institute of Technology

Instructor Robert M. Turner, B.S., LeMoyne College, M.S., Syracuse University; M.B.A., Boston College

Lecturer William J. Horne; A.B., A.M., Boston College

Business Law

Faculty

Professor Frank J. Parker, S.J., B.S., College of the Holy Cross; J.D., Fordham University Law School; M.Th., Louvain University

Professor David P. Twomey, B.S., J.D., Boston College; M.B.A., University of Massachusetts

Associate Professor Alfred E. Sutherland, Chairperson of the Department
B.S., A.M., J.D., Boston College

Assistant Professor Scott F. McDermott, B.A., Colby College; J.D., Boston College

Assistant Professor Patricia A. Norton, B.A., Boston College; J.D., New England School of Law

Computer Science

Faculty

Professor Richard B. Maffei, B.S., Massachusetts Institute of Technology; M.B.A., Ph.D., University of Pennsylvania

Associate Professor Peter G. Clote, B.S., Massachusetts Institute of Technology; M.A., Ph.D., Duke University

Associate Professor Harvey M. Deitel, Chairperson of the Department
B.S., M.S., Massachusetts Institute of Technology; Ph.D., Boston University

Associate Professor James Gips, B.S., M.I.T.; M.S., Ph.D., Stanford University

Associate Professor Peter Kugel, A.B., Colgate University; Ph.D., Harvard University

Associate Professor C. Peter Olivieri, B.S.B.A., M.B.A., Boston College; Ph.D., Columbia University

Associate Professor Howard Straubing, A.B., University of Michigan; Ph.D., University of California at Berkeley

Assistant Professor Radha R. Gargeya, B.E., Andhra University, India; M. Tech, Ph.D., Indian Institute of Technology; Ph.D., Illinois Institute of Technology

Assistant Professor Michael C. McFarland, S.J., A.B., Cornell University; TH.M., M.Div., Weston School of Theology; M.S., Ph.D., Carnegie-Mellon University

Assistant Professor Jeffrey D. Parker, B.A., Kenyon College; M.A., Ph.D., University of Wisconsin at Madison

Finance

Faculty

Professor Walter T. Greaney, Jr., A.B., Boston College; J.D., LL.M., Boston University; A.M., Ph.D., Harvard University

Professor Mya Maung, A.B., Rangoon University; A.M., University of Michigan; Ph.D., Catholic University

Professor Jerry A. Viscione, B.S., Boston College; M.B.A., A.M., Ph.D., Boston University

Associate Professor George A. Aragon, A.B., University of California at Los Angeles; D.B.A., Harvard University

Associate Professor John G. Preston, B.A.Sc., University of British Columbia; M.B.A., Western Ontario; D.B.A., Harvard University

Associate Professor Hassan Tehranian, Chairperson of the Department
B.S., Iranian Institute of Advanced Accounting; M.B.A., Ph.D., University of Alabama

Assistant Professor Thomas C. Downs, B.S., Florida State University; M.S., Ph.D., Purdue University

Assistant Professor Kathleen Hevert, B.S., University of Delaware; Ph.D., University of North Carolina at Chapel Hill

Assistant Professor Robyn McLaughlin, B.A., Swarthmore College; M.B.A., University of Michigan; Ph.D., Massachusetts Institute of Technology

Assistant Professor Elizabeth Strock, B.B.A., College of William and Mary; Ph.D., University of Massachusetts at Amherst

Assistant Professor Nickolaos G. Travlos, B.S., University of Athens, Greece; M.B.A., M.Phil., Ph.D., New York University

Instructor Hamid Mehran, B.A., Gilan College of Management; Ph.D. (cand.), University of North Carolina, Chapel Hill

Lecturer Ronald A. Porter, B.S., Worcester Polytechnic Institute; M.S., Tufts University; M.B.A., Boston College

Marketing

Faculty

Associate Professor Cynthia F. Frey, Chairperson of the Department
B.B.A., Western Michigan University; M.B.A., Ph.D., University of Michigan

Associate Professor John T. Hasenjaeger, B.S., Bradley University; M.S., Southern Illinois University; Ph.D., Syracuse University

Associate Professor Raymond F. Keyes, A.B., Colby College; M.B.A., Boston College

Associate Professor Michael P. Peters, B.S., M.B.A., Northeastern University; Ph.D., University of Massachusetts

Assistant Professor William B. Dodds, B.S., M.S., Clarkson College of Technology; Ph.D., Virginia Polytechnic Institute and State University

Assistant Professor David W. Lloyd, A.B., Gettysburg College; M.B.A., University of New Hampshire; D.B.A., Boston University

Assistant Professor Nicholas Nugent, B.A., M.B.A., University of South Florida; Ph.D., Florida State University

Assistant Professor Gerrit P. van Nederpelt, B.A., M.B.A., Ph.D., Michigan State University

Lecturer Eugene Bronstein, A.B., Dartmouth College; M.B.A., Harvard University

Operations and Strategic Management

Faculty

Professor Walter H. Klein, Chairperson of the Department
B.S., M.B.A., Ph.D., University of Pittsburgh

Professor Joseph A. Raelin, A.B., Ed.M., Tufts University; C.A.G.S., Boston University; Ph.D., SUNY, Buffalo

Professor John E. Van Tassel, B.S.B.A., A.M., Boston College; Ph.D., Harvard University

Associate Professor David C. Murphy, B.B.S., New Hampshire College; M.B.A., D.B.A., Indiana University

Assistant Professor Samuel B. Graves, B.S., U.S. Air Force Academy; M.S., D.B.A., The George Washington University

Assistant Professor Cengiz Haksever, B.S., M.S., Middle East Technical University, Turkey; M.B.A., Texas, A&M University; Ph.D., University of Texas

Assistant Professor James F. Halpin, S.J., A.B., A.M., M.S., Boston College; S.T.L., Colegio de San Francisco de Borja; Barcelona; S.T.D., Gregorian University

Assistant Professor Nan S. Langowitz, B.A., Cornell University; M.B.A., New York University; D.B.A., Harvard University

Assistant Professor Hassell H. McClellan, B.A., Fisk University; M.B.A., University of Chicago; D.B.A., Harvard University

Assistant Professor Richard McGowan, S.J., B.S., University of Pennsylvania; M.S., University of Delaware; M.A., Fordham University; M.Div., M.Th., Weston School of Theology; D.B.A., Boston University

Assistant Professor Jeffrey L. Ringuest, B.S., Roger Williams College; M.S., Ph.D., Clemson University

Assistant Professor Thomas P. Vaughan, B.S., M.B.A., Wayne State University; Ph.D., University of Michigan

Assistant Professor Sandra A. Waddock, B.A., Northeastern University; M.A., Boston University; M.B.A., D.B.A., Boston University

Lecturer David R. McKenna, B.S., M.B.A., Boston College

Organization Studies— Human Resources Management

Faculty

Professor William R. Torbert, B.A., Ph.D., Yale University

Associate Professor Jean M. Bartunek, R.S.C.J., A.B., Maryville College; A.M., Ph.D., University of Illinois at Chicago

Associate Professor James L. Bowditch, A.B., Yale University; A.M., Western Michigan University; Ph.D., Purdue University

Associate Professor Dalmar Fisher, B.S., Northwestern University; M.B.A., Boston College; D.B.A., Harvard University

Associate Professor Judith Gordon, Chairperson of the Department
A.B., Brandeis University; M.Ed., Boston University; Ph.D., Massachusetts Institute of Technology

Associate Professor John W. Lewis, III, A.B., Ohio Wesleyan University; Ph.D., Case Western Reserve University

Associate Professor Richard P. Nielsen, B.S., M.A., University of Pennsylvania; Ph.D., Syracuse University

Associate Professor Frank A. Dubinskas, B.A., Yale University; M.A., Ph.D., Stanford University



Graduate School of Social Work

In keeping with the four-century Jesuit tradition of educating students in the service of humanity, Boston College established a Graduate School of Social Work in March, 1936. In addition to providing foundation courses for all students, its professional programs afford each the opportunity to concentrate in a social work method: clinical social work or social planning and administration on the Master's level; clinical social work or social planning on the Doctoral level. Practice area subconcentrations, including Child Welfare, Occupational Social Work, Health and Medical Care, Forensic Social Work and Gerontology, are also available within the Master's level concentrations, as is a focus on Social Work with the Hearing Impaired.

Professional Program: Master's Level

The Master's Program is accredited by the Council on Social Work Education and is designed for completion in two full-time academic years of concurrent class and field work. Students may also take the First Year segment on a part-time basis over four semesters and a summer. All degree requirements are to be fulfilled within a period of six years, at least one of which must be a year of residence.

Off-campus Opportunities: A major portion of the part-time component is available at sites in the Worcester and Plymouth areas, and Portland, ME., in addition to Chestnut Hill. While classes for all students in the final full-time year are conducted on the main campus, field placements can be arranged in the respective geographic area.

Social Work Practice

The foundation course in social work practice is designed to acquaint students with the generic aspects of theory and practice skills common to all modes of intervention with individuals, families, small groups and communities. It also incorporates a bridging component relating the content to the specific modes in which the students plan to concentrate and is a prerequisite for them:

SW 700 Social Work Practice

Social Welfare Policy and Services

Foundation courses in the Social Welfare Policy and Services sequence are designed to give the student a knowledge of the various social welfare problems and issues that affect individuals in today's world. Offerings include foundation courses and electives with advanced content.

- SW 701 The Social Welfare System
- SW 702 Social Policy Analysis
- SW 801 Racism: Dynamics of Social Process
- SW 802 The Challenge of the Aging Society: Issues and Options
- SW 805 Issues in Family and Children's Services
- SW 806 Social Inequality and Social Policy
- SW 808 Legal Aspects of Social Work
- SW 813 Comparative Policy Analysis and Field Experience

- SW 814 Ethical and Policy Issues in Contemporary Health Care
- SW 818 Forensic Issues for Clinical Social Workers - Focus: Prisoners
- SW 819 SWPS Independent Study

Human Behavior and the Social Environment

Courses in the Human Behavior and Social Environment area are designed to give the student a knowledge of the physical, psychological, and social/environmental forces that affect human development. Course offerings are:

- SW 721 Human Behavior and the Social Environment
- SW 722 Psychosocial Pathology
- SW 727 Substance Abuse: Alcohol and Other Drugs
- SW 821 Small Group Theory
- SW 824 Structure and Dynamics of the Community
- SW 827 Ego Psychology
- SW 828 Organizational Behavior
- SW 831 Human Behavior and the Social Environment of the Aged
- SW 836 Self Psychology
- SW 839 HBSE Independent Study

Social Work Research

Research is viewed as an action-oriented method of social work intervention building knowledge to improve social work and social welfare services. The curriculum focus is to produce social work practitioners who (1) are concerned and knowledgeable about issues, needs, and service delivery problems of at-risk groups, and (2) are able to design and implement research efforts relevant to social work practice with such groups.

Foundation and elective courses include:

- SW 740 Introduction to the Computer
- SW 747 Social Research Methods
- SW 751 Quantitative Methods in Social Work
- SW 840 Advanced Quantitative Analysis
- SW 841 Evaluative Research for Micro-Practice
- SW 844 Evaluative Research for Macro-Practice
- SW 845-846 Research Design Seminar 1-11
- SW 848 Research Readings in Women's Issues
- SW 849 Research Independent Study
- SW 851 Policy Analysis Research for Social Reform
- SW 852 Supervision 11: Information Systems

Field Instruction

Social work graduate education requires that students complete two field practica in affiliated agencies/organizations under qualified field instructors. Field placements offer students opportunities to become involved in "hands on" experience: to learn agency functions and policy; to become familiar with community resources; to apply theory to practice; and to develop a professional social work identity. Placements are in public and private social agencies; clinics, hospitals, schools and prisons; community, social and health planning agencies; and in selected occupational settings. Field offerings include:

- SW 900 Field Practicum Lab
- SW 901-902 CSW Field Instruction 1-11 (or 905)

- SW 903-904 CSW Field Instruction III-IV
- SW 907-908 Social Planning and Administration Field Instruction 1-11 (or 909)
- SW 914-916 Community Organization, Social Planning and Policy Field Instruction III-IV
- SW 919-920 Human Services Administration Field Instruction III-IV

Clinical Social Work

Clinical Social Work is an orderly process of working with individuals and families to help them in dealing with personal, interpersonal and environmental difficulties. The process includes an exploration and understanding of the person and the nature of his/her difficulties, and the purposeful use of a variety of interventive skills designed to reduce the difficulties and to increase the individual's capacity for adequate social functioning.

The curriculum is arranged so that the student acquires a foundation in the generic aspects of clinical social work and is afforded an opportunity to expand his/her knowledge and skill through the selection of electives that are related to specific aspects of practice.

The course offerings are:

- SW 762 Basic Skills in Therapeutic Intervention
- SW 861 Differential Assessment and Intervention
- SW 863 Cross-Cultural Clinical Social Work
- SW 864 Group Therapy
- SW 865 Family Therapy I
- SW 866 Therapeutic Interventions with the Elderly
- SW 867 Clinical Social Work Treatment of Children and Adolescents
- SW 868 Integrative Seminar in Clinical Social Work
- SW 869 Clinical Social Work Independent Study
- SW 871 Social Work in an Extreme Stressful Environment: the Prison
- SW 873 Psychosocial Dimensions of Health and Medical Care Practice
- SW 875 Family Therapy II
- SW 880 Social Work Practice in Child Welfare*

Social Planning and Administration

Emphasizing disciplined inquiry, theoretical and skill-based knowledge for practice, and commitment to social justice, the Concentration in Social Planning and Administration prepares students for leadership roles in human services. The program seeks to attract students capable of making important contributions over their professional careers to human services and other social interventions that enhance individual, family, and societal well-being. More particularly, this area of the curriculum is designed to provide students with the knowledge and skills necessary for:

- planning, implementing and managing human services;
- utilizing participatory strategies which involve individuals, groups and organizations in planned development processes;
- providing executive leadership which is both creative and practical for private and public human service agencies;
- advancing social policy that enhances the well-being of individuals, families, communities and society, with special regard for

the needs of low-income and otherwise vulnerable populations;
—researching, analyzing, and evaluating policies and programs.

Students may choose one of two tracks within the concentration, either *Community Organization, Social Planning and Policy (COSPP)*, or *Human Services Administration*. *COSPP* prepares social workers for staff and leadership roles in advocacy, community development, policy development, social planning and policy analysis. The *Administration* track prepares managers committed to social work goals and skilled in techniques of human services management. Through grouping of electives, students in either track may also subconcentrate in a field of practice.

The Concentration builds on the School's foundation courses with a joint methods course and First Year field curriculum designed for all students in both the *COSPP* and *Administration* tracks. In addition, each track includes two advanced methods courses, a human behavior/social environment corollary, and a Second Year methods-specific field practicum, as well as supplementary electives.

Course offerings are:

SW 786	Survey Course in Organizing and Social Planning
SW 788	Principles of Planning
SW 790	Social Work in Industry
SW 809	Administration of Human Services Programs
SW 810	Seminar in Administration and Financial Management
SW 816	Supervision and Staff Management
SW 880	Social Work Practice in Child Welfare*
SW 883	Social Planning in the Community
SW 884	Strategic Planning
SW 887	Change and Development of the Urban System: Urban Developmental Planning I
SW 888	Seminar in Community Organization and Political Strategy
SW 897	Planning for Health and Mental Health Services
SW 899	CO/SP Independent Study
*SW 880 combines Clinical Social Work and COSPP Methodologies.	

Joint Degree Programs

Joint MSW/MBA Program

A limited number of students can be admitted to this three-year joint degree program. Candidates must apply to and be accepted by both the School of Social Work and the Graduate School of Management. One full time year is spent in each school, while the third incorporates joint course and field work.

Joint MSW/J.D. and MSW/M.A. Programs

A four year MSW/J.D. program is about to be implemented by the School of Social Work and the Boston College Law School, and a joint MSW/M.A., with a concentration in Pastoral Ministry, is under review with the Institute for Religious Education and Pastoral Ministry.

Accelerated B.A./MSW Program

In cooperation with the College of Arts and Sciences, the School has instituted a Three/Two program whereby a limited number of Psychology and Sociology Majors may combine First Year Graduate Social Work courses and field work with their Junior and Senior studies, receive the B.A. at the end of four years, and then enroll formally for the final year of the MSW Program.

For sophomore prerequisites and application information, undergraduates should call the Graduate School of Social Work Director of Admissions, Ext. 4024.

The School also offers an upper-division introductory course which is not applicable to the MSW degree: SW 600 Introduction to Social Work is cross-listed with the Departments of Psychology and Sociology, College of Arts and Sciences.

Professional Program: Doctoral Level

The Doctor of Social Work program for MSW practitioners who have demonstrated competence in a practice method is designed to 1) extend the student's conceptual and empirical knowledge about clinical or social policy analysis and planning methods of social work practice which are responsive to people in need of services; and 2) integrate the student's research competencies with clinical or planning competencies in order to develop social workers with the capacity for formulating and implementing systematic studies of professional practice.

Six core courses, four specialization courses (clinical or planning), four electives and nine dissertation-related credits, comprise the 51 credits required for the DSW. The program, instituted in 1979, is designed for part time study. Courses offered to date include:

SW 960	Public Policy as a Field
SW 961	The Philosophy of Professional Practice
SW 962	Social Policy Analysis
SW 963	Scientific Inquiry in Social Work
SW 964	Statistical Analysis for Social Work Research
SW 965	Evaluation of Outcomes in Clinical Practice
SW 966	Dissertation Seminar
SW 971	Doctoral Seminar in Clinical Practice I
SW 972	Empirical Clinical Practice
SW 973	Comparative Models of Intervention
SW 974	Issues in Clinical Social Work Practice
SW 976	Ego Psychology and Clinical Practice
SW 981	Social Planning Models: Congruence and Evaluation
SW 982	Participatory Dynamics of Social Planning
SW 983	Planning for Specific Intervention Domains I
SW 984	Planning for Specific Intervention Domains II
SW 992	Correlation and Regression

Independent Studies, Tutorials, Teaching Labs, Dissertation Direction and Professional Workshops by arrangement.

Continuing Education

The Office of Continuing Education offers workshops, seminars, institutes and mini-

courses in a wide variety of subject areas for human services professionals. Continuing Education credits associated with these offerings are applicable to Massachusetts Social Work Licensing requirements. Advanced training certificate programs are also available.

Information

For a more detailed description of course offerings, the applicant should consult the Boston College Graduate School of Social Work Bulletin which may be obtained by writing to the Director of Admissions, Boston College Graduate School of Social Work, Chestnut Hill, Massachusetts 02167.

Faculty

Professor Edmund M. Burke, A.B., Champlain College; M.S.W., Boston College; Ph.D., University of Pittsburgh

Professor June Gary Hopps, Dean A.B., Spelman College; M.S.W., Atlanta University; Ph.D., The Florence Heller School for Advanced Studies in Social Welfare, Brandeis University

Professor Demetrius S. Iatridis, A.B., Washington Jefferson College; M.S., University of Pittsburgh; Ph.D., Bryn Mawr

Professor Richard A. Mackey, A.B., Merrimack College; M.S.W., Catholic University of America; D.S.W., Catholic University of America

Professor Carolyn Thomas, Chair, Doctoral Program B.Sc., S.A., Ohio State University; M.A.S.A., Ohio State University; D.S.W., Smith College School for Social Work

Associate Professor Robert L. Castagnola, Chair, Clinical Social Work B.S.S.S., Boston College; M.S.W., Boston College Graduate School of Social Work

Associate Professor Geraldine L. Conner, A.B., University of Michigan; M.S.S.W., University of Nebraska School of Social Work; D.S.W., George Warren Brown School of Social Work, Washington University

Associate Professor Albert F. Hanwell, Assistant Dean, Graduate School of Social Work; B.S., Boston College; M.S.W., Boston College Graduate School of Social Work

Associate Professor Eric R. Kingson, Chair, Social Planning and Administration B.A., Boston University; M.P.A., Northeastern University; Ph.D., Brandeis University, The Florence Heller School for Advanced Studies in Social Welfare

Associate Professor Elaine Pinderhughes, A.B., Howard University; M.S.W., Columbia University

Associate Professor Nancy Veeder, A.B., Smith College; M.S., Simmons College School of Social Work; Certificate of Advanced Study, Smith College School of Social Work; Ph.D., The Florence Heller Graduate School for Advanced Studies in Social Welfare, Brandeis University

Associate Professor Leon F. Williams, Chair, Social Work Foundation B.A., Ohio State University; M.S.W., West Virginia University; Ph.D., Brandeis University

Adjunct Associate Professor Kenneth J. Branco, B.A., University of Massachusetts; M.S.W., Boston College Graduate School of Social Work; Ph.D., Boston College

Assistant Professor Barbara Nicholson, B.A., LeMoyne College; M.S.W., Syracuse University of Social Work; Ph.D., Smith College School of Social Work

Assistant Professor Robert J. Taylor, B.A., Northeastern University; M.S.W., M.A., Ph.D., University of Michigan

Lecturer Fred Groskind, B.A., Memphis State University; M.S.S.W., University of Tennessee; Ph.D. (cand.), University of Michigan

Lecturer Constance W. Williams, B.A., Berea College; M.S.S.S., Boston University; Ph.D. (cand.), The Florence Heller School for Advanced Studies in Social Welfare, Brandeis University

Law School

Established in 1929, Boston College Law School is dedicated to the highest standards of academic, ethical and professional development while fostering a unique spirit of community among its students, faculty and staff. The 40-acre Law School campus in Newton is easily accessible by car and public transportation, and has extensive academic, administrative and service facilities. Boston College Law School is accredited by the American Bar Association, is a member of the Association of American Law Schools and has a chapter of the Order of the Coif.

Pre-Legal Studies

Boston College Law School does not designate a particular undergraduate program or course of study as the best preparation for the study of law. Since law spans virtually all of the social, economic and political processes of our society, every undergraduate major will include areas of study which can relate to subsequent legal education.

Admission Requirements

An applicant for admission to Boston College Law School as a candidate for the degree of Juris Doctor must possess a Bachelor's degree from an accredited college or university. In addition, the applicant must take the Law School Admission Test (LSAT) and subscribe to LSDAS. The Law School has no minimum cutoff for either GPA or LSAT. Every application is read by the Director of Admissions and/or a member of the Admissions Committee. Boston College Law School strongly encourages applications from qualified minorities, handicapped or other students who have been socially, economically or culturally disadvantaged.

Application Procedures

Application must be made upon the official forms, and, as noted therein:

- 1) Official transcripts of *all* collegiate, graduate and professional study must be sent directly to the Law School Data Assembly Service.
- 2) Two recommendations must be submitted with the Application to the Law School.
- 3) The applicant must submit the Law School Application Matching Form, which is found in each applicant's LSAT/LSDAS registration packet, with the Application to Boston College Law School.
- 4) Decisions made by the Committee on Admissions will be mailed to applicants commencing in December. The application fee is not refundable.
- 5) Acceptance Deposit: To hold a place in the class an accepted applicant must send an initial deposit of \$200 to Boston College Law School within the time limit specified in the letter of acceptance. The deposit will be credited toward tuition for the first semester. A second deposit of \$400 is due and payable by June 1. If notice of withdrawal is given to the school by July 1, \$400 of the acceptance deposits are refundable.
- 6) First semester tuition and charges must be fully paid by August 15, or a date set in the

tuition bills, in order to retain a place in the entering class. Arrangements can be made to waive this requirement under special circumstances by contacting the Director of Admissions.

Registration for Bar Examination

Each student intending to take a state bar examination should determine, by writing to the secretary of the Board of Bar Examiners of that state, the standards and requirements for admission to practice. Some states require a student, prior to or shortly after beginning the study of law, to register with the Board of Bar Examiners of the state in which he or she intends to practice. The Assistant Dean's office has bar examination information available.

Auditors

A limited number of applicants, usually members of the bar, who do not wish to study for a degree, but who desire to enroll in specific courses, may be admitted as auditors. Auditors must prepare regular assignments and participate in classroom discussions. They are not required to take examinations but may elect to do so. Normally, credit will not be certified for auditing. Auditors are charged tuition at the present rate of \$525 per credit hour.

Advanced Standing

An applicant who basically qualifies for admission and who has satisfactorily completed part of his or her legal education in another AALS-approved law school may be admitted to an upper class with advanced standing. Normally, four completed semesters in residence at Boston College which immediately precede the awarding of the degree will be required. Relatively few students with advanced standing are admitted each year. Each transfer applicant must submit a transcript of his or her law school record, a letter of good standing from his or her law school dean and a recommendation from a law school professor. Applications must be received by July 1 from those wishing to enroll for the fall semester.

Financial Aid Programs

All financial aid is processed through the University's Office of Financial Aid and the Law School Admissions Office. Awards are made on the basis of need and may include tuition remission scholarships as well as low-interest loan funds. The Law School has also developed a Public Interest Loan Forgiveness program providing financial assistance to graduates taking traditionally lower-paying positions in government, non-profit corporations and legal services programs. Applicants wishing to be considered for financial aid may obtain the necessary applications by writing to the Boston College Office of Financial Aid, Lyons Hall 210, Chestnut Hill, MA 02167.

Joint J.D./M.B.A. Program

The School of Management and the Law School at Boston College have a joint J.D.—M.B.A. program. Students in the program are required to be admitted independently to both schools. Credit for one semester's courses in the M.B.A. program is given towards the J.D. degree, and, similarly, credit for one semester's courses in the Law School is given towards the

M.B.A. degree. Both degrees can thus be obtained within four academic years, rather than the five required for completing the two degrees separately. Students interested can obtain detailed information from the Admissions Office.

Joint J.D./M.S.W. Program

The School of Social Work and the Law School at Boston College have a joint J.D./M.S.W. Program designed for students interested in serving the combined legal and social welfare needs of individuals, families, groups and communities. Students may obtain the two degrees in four years, rather than the normally-required five years. Joint degree candidates must apply to and be accepted by both schools. Interested students can obtain more information from the Admissions Office.

Other Joint Degree Programs

The Law School has no other formal joint degree programs. However, it encourages individual students who may be interested in joint degree programs with other schools and departments at Boston College or, in some instances, with other universities in the Boston area, to propose a program to the Law School's Associate Dean for Academic Affairs. An average of six or more students each year are in programs that have been developed by students with the approval of the two schools involved.

In addition to the above, students are permitted to take a maximum of four graduate level courses (12 credits) in other departments during their final two years with the consent of the Associate Dean. Also, students may cross-register for certain courses at Boston University School of Law. A list of courses is made available prior to confirmation of Registration.

Tuition for joint programs is separately arranged.

Information

For a more detailed description of course offerings, applicants should consult the Boston College Law School Bulletin which may be obtained by writing to the Office of Admissions, Boston College Law School, 885 Centre Street, Newton, MA 02159.

Faculty

Professor Hugh J. Ault, A.B., Harvard University; LL.B., Harvard University Law School

Professor Charles H. Baron, A.B., Ph.D., University of Pennsylvania; LL.B., Harvard University Law School

Professor Arthur L. Berney, A.B., University of Virginia; LL.B., University of Virginia Law School

Professor Robert C. Berry, A.B., University of Missouri; LL.B., Harvard University Law School

Professor George D. Brown, A.B., Harvard University; LL.B., Harvard University Law School

Professor Peter A. Donovan, A.B., Boston College; LL.B., Boston College Law School; LL.M., Georgetown University; LL.M., Harvard University Law School

Professor Scott FitzGibbon, A.B., Antioch College; J.D., Harvard University Law School

Professor John M. Flackett, LL.B., University of Birmingham, England; LL.B., St. John's College, Cambridge; LL.M., University of Pennsylvania

Professor Sanford J. Fox, A.B., University of Illinois; LL.B., Harvard University Law School

Professor James L. Houghteling, A.B., Yale University; LL.B., LL.M., Harvard University Law School, M.P.A., Harvard University Graduate School of Public Administration

Professor Richard G. Huber, B.S., U.S. Naval Academy; LL.M., Harvard University Law School; J.D., State University of Iowa

Professor Sanford N. Katz, A.B., Boston University; J.D., University of Chicago Law School

Professor Cynthia C. Lichtenstein, A.B., Radcliffe College; LL.B., Yale Law School; M.C.L., University of Chicago Law School

Professor Francis J. Nicholson, S.J., A.B., A.M., Boston College; Ph.L., S.T.L., Weston College; LL.B., LL.M., Georgetown University Law Center; LL.M., S.J.D., Harvard University Law School

Professor Zygmunt J. B. Plater, A.B., Princeton University; J.D., Yale Law School; LL.M., University of Michigan Law School

Professor James S. Rogers, A.B., University of Pennsylvania; J.D., Harvard University Law School

Professor Emil Slizewski, A.B., Boston College; LL.B., Boston College Law School

Professor Frank K. Upham, A.B., Princeton University; J.D., Harvard University

Associate Professor Robert M. Bloom, B.S., Northeastern University; J.D., Boston College Law School

Associate Professor Mark S. Brodin, B.A., Columbia College; J.D., Columbia Law School

Associate Professor Robert J. Cottrol, A.B., Ph.D., Yale University; J.D., Georgetown University

Associate Professor Sharon Hamby, A.B., Southern Methodist University; M.S.L.S., Columbia University; J.D., Harvard University Law School

Associate Professor Ruth-Arlene Howe, A.B., Wellesley College; S.M., Simmons College; J.D., Boston College Law School

Associate Professor Thomas C. Kohler, A.B., Michigan State University; J.D., Wayne State University School of Law

Associate Professor Mark R. Spiegel, A.B., University of Michigan; J.D., University of Chicago

Assistant Professor Phyllis Goldfarb, B.A., Brandeis University; Ed.M., Harvard University; J.D., Yale Law School; LL.M., Georgetown University Law Center

Assistant Professor Judith A. McMorrow, B.A., B.S., Nazareth College; J.D., University of Notre Dame

Assistant Professor James R. Repetti, B.A., Harvard College; M.B.A., J.D., Boston College

Assistant Professor Alfred C. C. Yen, B.S., M.A., Stanford University; J.D., Harvard Law School

Adjunct Assistant Professor Alexis Anderson, A.B., Wake Forest University; M.A., J.D., University of Virginia Law School

Adjunct Assistant Professor Carol Bensinger Liebman, A.B., Wellesley College; A.M., Rutgers University; J.D., Boston University School of Law

Adjunct Assistant Professor Paul R. Tremblay, B.A., Boston College; J.D., University of California, Los Angeles

Adjunct Instructor Joan Blum, A.B., Radcliffe College; J.D., Columbia Law School

Adjunct Instructor Jane K. Gionfriddo, B.A., Wesleyan University; J.D., Boston University

Adjunct Instructor Daniel Kanstroom, B.A., State University of New York, Binghamton; J.D. Northeastern University School of Law

Adjunct Instructor Reed Elizabeth Loder, A.B., M.A., Ph.D., Boston University; J.D., University of Connecticut

Adjunct Instructor Francine T. Sherman, B.A., University of Missouri; J.D., Boston College

Summer Session

With its wide range of accredited courses and special programs, Boston College Summer answers the educational needs of a broad spectrum of students at every level—those already in degree programs, at Boston College and at other institutions, but also academic and business professionals seeking to expand their capacity to meet the challenges in their specialized fields.

The convenient suburban setting and extensive facilities for housing and recreation place Boston College Summer in a unique position to provide the student with an ideal environment for summer study. Although the student body is highly diversified, all intermingle successfully, enjoying a relaxed and enthusiastic faculty, smaller classes, and the summertime beauty of the campus.

The summer program takes place within two intensive six-week periods beginning in early May in which credits earned per course are equivalent to one semester of the regular academic year.

Admission

Under a policy of open registration, Boston College Summer welcomes all students, and no academic records need be submitted. However, because formal application is not required, students should not confuse registration in the summer with admission to regular University standing, either in graduate or undergraduate programs.

As in the case with the rest of the University, Boston College Summer is coeducational and admits students of any race, creed, color, handicap, and national or ethnic origin.

Graduate Students

Visiting graduate students should possess the Bachelor's degree and are welcome to register for summer courses provided they observe any applicable course restrictions where they appear.

Boston College graduate students in degree programs should consult with their advisors

before registering to make sure their summer course selections are consistent with their degree requirements.

Information

For information about the courses and special programs offered during the Summer Session, request a Summer Session Catalog from the Summer Session Office, Boston College, Chestnut Hill, Massachusetts 02167.

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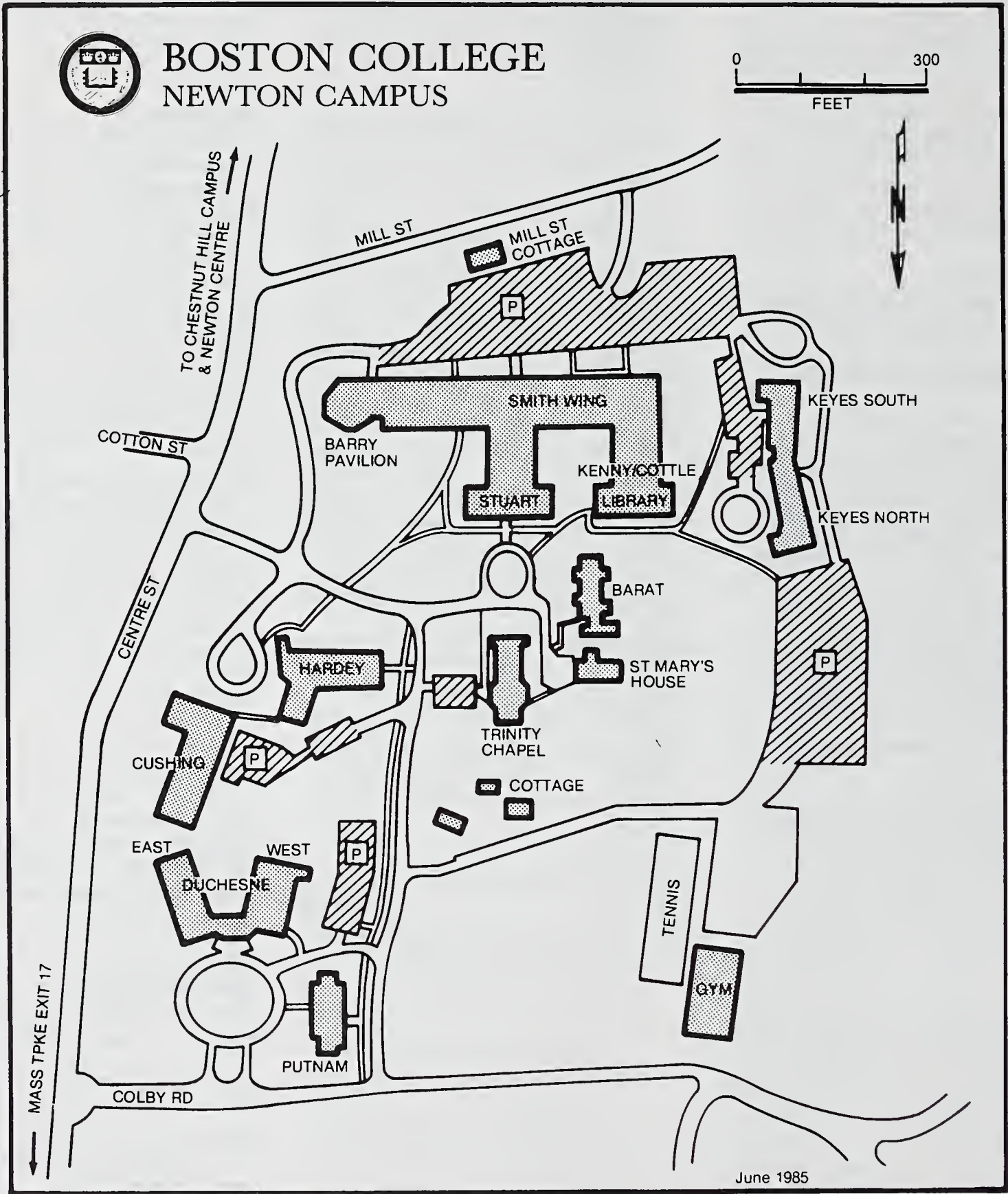
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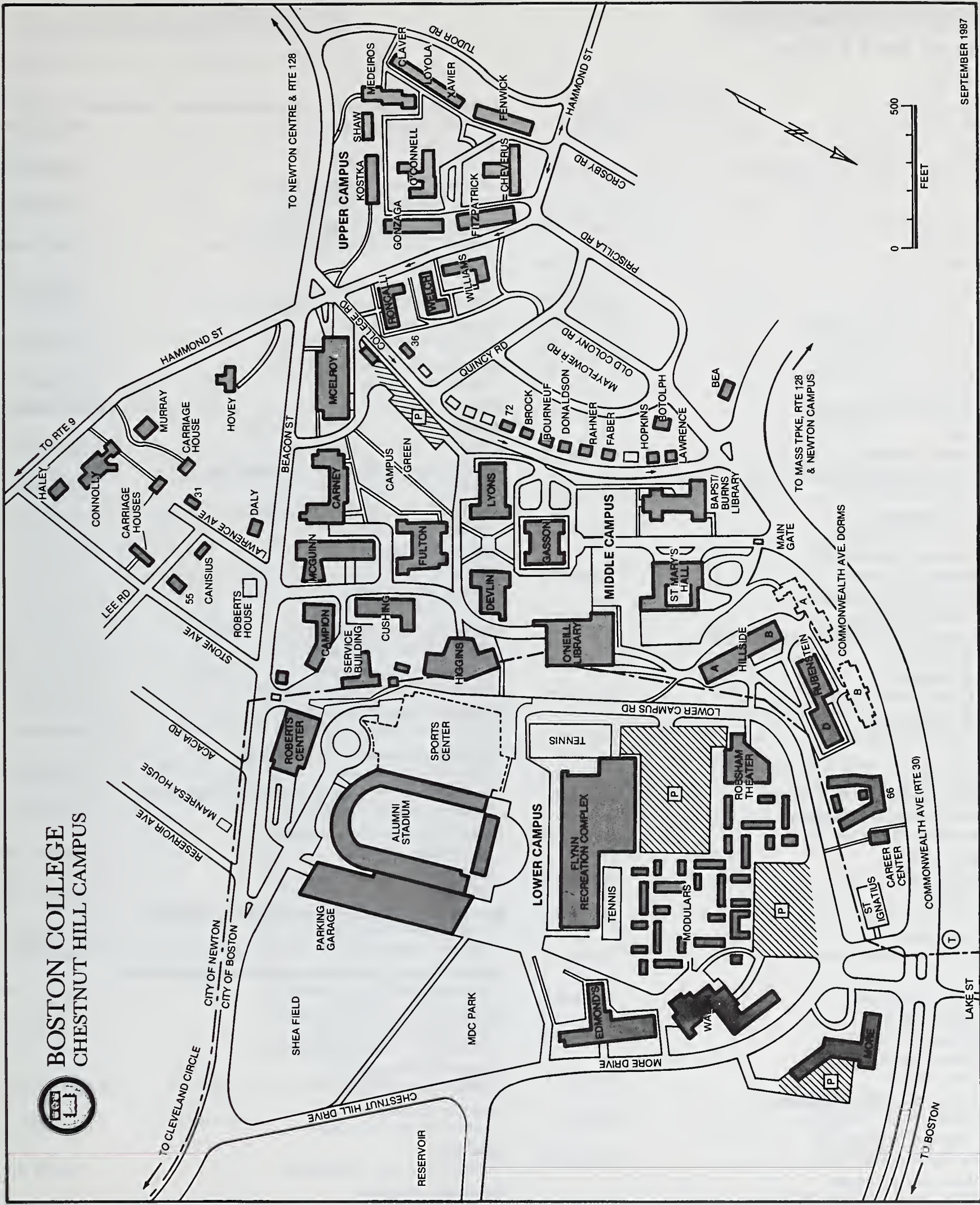


Campus Maps





BOSTON COLLEGE CHESTNUT HILL CAMPUS



Directory and Office Locations

Accounting Department Ron Pawliczek, <i>Chairperson</i>	Fulton 400	Instructional Leadership and Administration Program Vincent Nuccio, <i>Director</i>	McGuinn 603
Admissions Undergraduate: Charles Nolan, <i>Director</i> Graduate: Department Chairpersons	Lyons 120	Law School Daniel Coquillette, <i>Dean</i>	Stuart M309
AHANA Donald Brown, <i>Director</i>	72 College Road	Law Department (Business Law) Alfred Sutherland, <i>Chairperson</i>	Fulton 403
American Studies James Wallace, <i>Director</i>	Hovey House	Library Reference Department John C. Stalker, <i>Chief Reference Librarian</i>	O'Neill Library
Arts and Sciences J. Robert Barth, <i>Dean</i> Marie McHugh, <i>Associate Dean</i> John Burns, <i>Associate Dean</i> Patricia DeLeeuw, <i>Associate Dean</i> Carol Hurd Green, <i>Associate Dean</i>	Gasson 103 Gasson 104 Gasson 109 Gasson 104 Gasson 109	Management John Neuhauser, <i>Dean</i> James Waters, <i>Graduate Associate Dean</i>	Fulton 405 Fulton 219
Biology Department R. Douglas Powers, <i>Chairperson</i>	Higgins 321	Marketing Department Cynthia Frey, <i>Chairperson</i>	Fulton 301E
Career Center Marilyn Morgan, <i>Director</i>	38 Southwell Hall	Mathematics Department Robert Bond, <i>Chairperson</i>	Carney 317
Center for East Europe, Russia and Asia Raymond A. McNally, <i>Director</i>	Carney 171	Music Program	St. Mary's House, Newton
Chemistry Department Jeong-Long Lin, <i>Chairperson</i>	Devlin 223	Nursing Mary Sue Infante, <i>Dean</i>	Cushing 203
Classical Studies Department Dia Philippides, <i>Chairperson</i>	Carney 124	Operations and Strategic Management Walter Klein, <i>Chairperson</i>	Fulton 214
Computer Science Department Harvey Deitel, <i>Chairperson</i>	Fulton 406	Organizational Studies Department Judith Gordon, <i>Chairperson</i>	Fulton 219
Counseling and School Psychology Program Francis Kelly, <i>Director</i>	McGuinn 314	Philosophy Department Joseph Flanagan, S.J., <i>Chairperson</i>	Carney 272
Counseling Services Weston Jenks, <i>Director</i>	Gasson 108	Physics Department Rein Uritam, <i>Chairperson</i>	Higgins 355
Economics Department Joseph Quinn, <i>Chairperson</i>	Carney 131	Political Science Department Robert Faulkner, <i>Chairperson</i>	McGuinn 219
Education Diana Pullin, <i>Dean</i> Joe Pedulla, <i>Associate Dean (Graduate)</i>	Campion 103 Campion 103	Psychology Department Randolph D. Easton, <i>Chairperson</i>	McGuinn 349
Educational Foundations Program Peter Airasian, <i>Director</i>	Campion 310	Religious Education Program Rev. Robert Imbelli, <i>Director</i>	31 Lawrence Ave.
English Department Paul Doherty, <i>Chairperson</i>	Carney 450	Romance Languages Department Betty Rahv, <i>Chairperson</i>	Lyons 304
Evening College James Woods, S.J., <i>Dean</i>	Fulton 314	Slavic and Eastern Languages Department Lawrence Jones, <i>Chairperson</i>	Carney 238
Finance Department Hassan Tehranian, <i>Chairperson</i>	Fulton 310	Social Work Graduate School June Hopps, <i>Dean</i>	McGuinn 132
Financial Aid Helen Reynolds, <i>Director</i>	Lyons 210	Sociology Department John Williamson, <i>Chairperson</i>	McGuinn 416
Fine Arts Department Kenneth Craig, <i>Chairperson</i>	Barry 216	Special Education and Rehabilitation Program Jean Mooney, <i>Director</i> Richard Jackson, <i>Visually Handicapped Program</i>	McGuinn B14 McGuinn B26
General Management Program Justin Cronin, <i>Director</i>	Fulton 219	Speech Communication and Theater Department Dorman Picklesimer, <i>Chairperson</i>	Lyons 214B
Geology and Geophysics Department Benno Brenninkmeyer, <i>Chairperson</i>	Devlin 215	Student Accounts and Loans Kathy Mundhenk, <i>Director</i> John Brown, <i>Collection Manager</i>	More 302 More 302
Germanic Studies Department Christopher Eykman, <i>Chairperson</i>	Carney 325	Student Development Robert Sherwood, <i>Dean</i>	McElroy 233
Graduate Arts and Sciences Donald White, <i>Dean</i> James M. O'Neill, <i>Assistant Dean for Administration</i>	McGuinn 221A McGuinn 221C	Summer Session James Woods, S.J., <i>Dean</i>	Fulton 314
History Department Paul Spagnoli, <i>Chairperson</i>	Carney 116	Theology Robert Daly, S.J., <i>Chairperson</i>	Carney 418
Honors Programs Arts and Sciences: Joseph Appleyard, S.J. Management: Eugene Bronstein	Gasson 111 Fulton 100	University Chaplain John A. Dineen, S.J.	McElroy 215
Housing Robert Capalbo, <i>Director</i>	Rubenstein	University Librarian Mary Cronin	O'Neill Library
		University Registrar Louise Lonabocker, <i>Registrar</i>	Lyons 101

Academic Calendar 1988–89

First Semester

September 3	Saturday	Freshman and Transfer Orientation
September 6	Tuesday	
September 6	Tuesday	Registration for all unregistered students. Last date for those registered to withdraw with full tuition credit.
September 7	Wednesday	Classes begin Faculty Convocation
September 7	Wednesday	Drop/Add period for undergraduates
September 13	Tuesday	
September 14	Wednesday	Last date for students in Graduate School of Management to register
September 14	Wednesday	Registration for graduate students in Arts and Sciences and Social Work
September 20	Tuesday	
October 10	Monday	Columbus Day—no classes
November 8	Tuesday	Last date for undergraduates to file change-of-major forms
November 9	Wednesday	Undergraduate registration period for Spring 1989 courses
November 29	Tuesday	
November 11	Friday	Veterans Day—no classes
November 23	Wednesday	Thanksgiving holidays
November 25	Friday	
November 28	Monday	Last date for official withdrawal from a course or from the University. Last date for graduate students to sign up for January graduation
December 12	Monday	Study days—no classes for undergraduates (graduate courses may meet)
December 13	Tuesday	
December 18	Thursday	Last date for Master's and Doctoral candidates to turn in signed and approved copies of theses and dissertations for January graduation
December 14	Wednesday	Final examinations
December 21	Wednesday	

Second Semester

January 16	Monday	Freshman and Transfer Orientation
January 17	Tuesday	
January 17	Tuesday	Registration for all unregistered students. Last date for those registered to withdraw with full tuition credit.
January 18	Wednesday	Classes begin
January 18	Wednesday	Drop/Add period for undergraduates
January 24	Tuesday	
January 24	Tuesday	Last date for students in Graduate School of Management to register
January 25	Wednesday	Registration for graduate students in Arts and Sciences and Social Work
January 31	Tuesday	
February 20	Monday	Washington's Birthday—no classes
February 21	Tuesday	Last date for graduate students to sign up for May graduation
February 27	Monday	Spring Vacation
March 3	Friday	
March 24	Friday	Easter Recess
March 27	Monday	
April 3	Monday	Last date for undergraduates to file change-of-major forms
April 4	Tuesday	Undergraduate registration period for Fall 1989 courses
April 14	Friday	
April 10	Monday	Last date for official withdrawal from a course or from the University
April 17	Monday	Patriot's Day—no classes
April 20	Thursday	Last date for Master's and Doctoral candidates to turn in signed and approved copies of theses and dissertations for May graduation
May 2	Tuesday	Study days—no classes for undergraduates (graduate courses may meet)
May 3	Wednesday	
May 4	Thursday	Final examinations
May 11	Thursday	
May 22	Monday	Commencement

The fall and spring semester dates for Law School Confirmation of Registration have not yet been established. For these dates, please refer to the Academic Calendar published by the Office of the Vice President for Student Affairs in August, 1988.

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